



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : SCIENCE, TECHNOLOGY & RESEARCH EARLY COLLEGE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K543

PRINCIPAL: DR. ERIC L. BLAKE

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SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Dr. Eric Blake	*Principal or Designee	
Floyd Griffith	*UFT Chapter Leader or Designee	
Camille Callender	*PA/PTA President or Designated Co-President	
Harriet Owens	DC 37 Representative, if applicable	
Antionette Dinham Ricardo Newball	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Angela Newball	Member/Parent	
Ruth Phidd	Member/Parent	
Lynette Bradshaw	Member/Parent	
Karen Gage Reid	Member/Parent	
Timothy Gramling	Member/Teacher	
Doreen Watson Reid	Member/Teacher	
Anesha Slater	Member/Parent	
Donna Morris	Member/Teacher	
Renee Kozlowski	Member/Teacher	
Daniel Holmes	Principal’s Designee	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

<p>Annual Goal #1 By June 2012, 100% of core subject teachers will continue to implement Common Core Learning Standards by adding two more standards in all core areas</p> <p style="text-align: center;">NCLS STANDARDS ADDED: R1 Cite Textual Information Reading W1: Cite Textual Information Writing</p>
<p>Comprehensive needs assessment Citywide instructional expectation</p>
<p>Instructional strategies/activities</p> <ul style="list-style-type: none">• A reading and writing intense program (Aussie) will provide targeted support and assistance in deepening understanding of Common Core.• Selected teachers will attend monthly (Tier III) CUNY meetings focused on Common Core Standards and turnkey information to staff• Every six-week, teachers will administer interim assessments rooted in Common Core to determine additional challenges or needs.• Teacher teams have been set up with the specific task of examining student work through the lens of Common Core Learning Standards and aligning tasks to meet the standards
<p>Strategies to increase parental involvement</p> <ul style="list-style-type: none">• Monthly feedback session presented by the administrative staff to the Parent Association (at the PA monthly meeting)• School level committees that involve parents who are members of the School Leadership Team• School Messenger system to alert parents of significant changes to programs
<p>Attracting Highly Qualified Teachers (HQT)</p> <ul style="list-style-type: none">• Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teaching staff• Review BEDS data to make sure that all teachers are teaching in their license area• Work with CFN/ Human Resources certification specialist to assure that all staff are highly qualified• Set aside Title I funding to help teachers become highly qualified

Service and program coordination

- Teacher programs have been created to allow time for grade and subject level teacher teams to meet with AUSSIE facilitator
- Several teachers have been selected to create the Common Core Learning Standards (Tier III) team.
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Budget and resources alignment

As a Title I Schoolwide Program, Conceptual Consolidation will allow us to combine Federal and local fund to implement this action plan from Sept. 2011- June 2012 as indicated below:

- Professional Development funds (tax levy) to support teacher training with respect to Common Core Learning Standards
- Professional Development funds(Title 1 SWP) to support teacher training with respect to AUSSIE
- Teacher Per Session (Title 1 SWP)to attend Professional Development venues after school and/or Saturdays

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June 2012, 90% of teachers will have demonstrated an increase in classroom academic rigor as evidenced by teacher tasks, student work and classroom conversations

Comprehensive needs assessment

- After reviewing the quality review findings for 2010-2011, we realize that academic rigor and differentiation are areas in need of improvement. Added to this, teacher effectiveness is a citywide instructional focus of the New York City Department of Education for the 2011-2012 school years.

Describe your plan for meeting your goal, including staffing, scheduling, and funding.

- Grade and subject level teacher teams have been structured in the day for teachers to meet and engage in collaborative inquiry based on major points adapted from research based teacher effectiveness techniques. Teachers will work together to deconstruct the major points of researched based teacher effectiveness.
- Selected teachers will attend monthly meetings with CUNY support staff. Meetings will be centered on the Citywide Instructional Expectations regarding teacher effectiveness.
- Teachers will continue to benefit from ongoing and targeted professional development (on and offsite) provided by Aussie, New Leaders for New Schools, The CUNY (Tiered) Citywide Instructional Expectations Team, and faculty of Brooklyn College.

- School has implemented *IObservation*, an online observation tool which has embedded templates aligned to the researched based techniques that lead to effective teaching. This tool will provide teachers with targeted, purposeful, differentiated and timely feedback they can use to improve pedagogy.

Strategies to increase parental involvement

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the schools Title I program.
- School level committees that involve parents as members of the School Leadership Team.
- School based activities (curriculum week, Technology Night) aimed at increasing parent contact with school.
- Computer based programs for parents to track student progress

Strategies for attracting Highly Qualified Teachers

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers
- Review BEDS data to make sure that all teachers are teaching in their license area
- Work with CFN/ Human Resources certification specialist to assure that all staff are highly qualified
- Set aside Title I funding to help teachers become highly qualified

Service and program coordination

- Title I funds to make 6th, 7th and 8th grade class sizes smaller.
- After school classes developed to support at risk students.
- PD on using interim assessments to revise pacing calendar, curriculum maps and unit plans and small group instruction strategies to reflect academic rigor
- Grade teams provide additional tutoring to teachers in need of extra assistance.

Budget and resources alignment

As a Title I Schoolwide Program, Conceptual Consolidation will allow us to combine Federal and local fund to implement this action plan from Sept. 2011- June 2012 as indicated below:

- Professional Development funds (Title 1 SWP)to support teacher training with respect to Academic Rigor
- Professional Development funds(Tax Levy) to support teacher training with respect to AUSSIE

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

By June 2012, there will be an additional 20% percent increase in average parent contact with the school as measured by attendance at Parent Association Meetings, Parent Teacher Conferences, which will reflect a 5% increase in student progress in class work and home work assignments.

Comprehensive needs assessment

Parental Involvement is mandated by all schools receiving Title I funding

Instructional strategies/activities

- Parent coordinator and a professional consultant on parent involvement will take the lead in structuring parent involvement in our school. Parent workshops on monthly basis will be part of the Parent Association meeting,
- ARIS, Acuity, STAREC and EnGrade training sessions with parents on how to track and monitor student progress and performance in all subjects
- Workshops on Gang Violence, Teen Dating, Respect for All,
- Open door policy where parents are constantly in contact with school is being promoted and encouraged
- 3 Interim assessments/progress reports to parents on students performance
- Monthly Parents News Letter to parents (known here as Parent Weekly)
- Parent contact and feedback on our STAR-EC and EnGrade databases used in our school
- Online phone messenger system distributing pertinent information to parent via telephone or text

Strategies to increase parental involvement

- See above

Strategies for attracting Highly Qualified Teachers (HQT)

- Review BESIS data to make sure that all teachers are teaching in their license area
- Work with CFN/ Human Resources certification specialist to assure that all staff are highly qualified
- Set aside Title I funding to help teachers become highly qualified

Service and program coordination

- School Messenger system which has the ability to translate school related phone messages into various languages,
- School based activities (curriculum week, Technology Night) aimed at increasing parent contact with school.
- School based website where parents can get up to date, pertinent information regarding school wide matters and /or email teachers and administrative staff.

Budget and resources alignment

- Title I and FSF monies allocated to afterschool and Saturday tutorials
- Academic Intervention Services for all At risk students using Title I SWP funding
- Professional Development funds to support teacher training with respect to Common Core Learning Standards
- Professional Development funds to support teacher training with respect to AUSSIE

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- By June 2012, 100% of students in grades 6-12 will have participated in college readiness and awareness focused workshops and/or seminars at Brooklyn College.

Comprehensive needs assessment

- College readiness will be a new metric mandate on school progress report

Instructional strategies/activities

- Facilitate workshops with Ray Gavin, Mary Chuisano, Ted Raphan and Brooklyn College Professors focused on College and Career Readiness
- College site tours to L.I.U., Brooklyn College and other CUNY, SUNY and Ivy League universities.
- Semi Annual Open House events with a varied representation of colleges.
- Semi Annual “Financial Aide Night” seminars held at the school, with the purpose of providing parents with pertinent information about financial aid, scholarship opportunities and other college related resources.
- College and Career Ready Diagnostic online assessment for all students. Results will provide students, school officials and parents with vital information as to the college readiness levels of students.

Strategies to increase parental involvement

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of early college initiatives.
- School level committees that involve parents who are members of the School Leadership Team.
- Monthly feedback session presented by the administrative staff to the Parent Association (at the PA monthly meeting).

Strategies for attracting Highly Qualified Teachers (HQT)

- Review BESIS data to make sure that all teachers are teaching in their license area
- Work with CFN/ Human Resources certification specialist to assure that all staff are highly qualified
- Set aside Title I funding to help teachers become highly qualified

Service and program coordination

- Brooklyn College Readiness Survey administered to all STAR Early College School students, pedagogical and administrative staff.
- Workshops at Brooklyn College for students in grades 6-9.
- College Readiness battery assessment for all grades based on David Connelly's college readiness matrix.
- Grades 11 and 12 actively enrolled in college courses at Brooklyn College

Budget and resources alignment

- Gateway Foundation and Woodrow Wilson Funding thru Early College Initiative
- CUNY funded Early College Readiness

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

By June 2012, 80% of students will effectively use evidence to support arguments across subject areas and **grades**

Comprehensive needs assessment

Addressing Common Core Learning Standard Instructional initiative

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
Describe your plan for meeting your goal, including staffing, scheduling, and funding.

Selected teachers will attend monthly (Tier III) CUNY meetings focused on Common Core Standards and turnkey information to staff

Teachers will develop a Common Core aligned unit of study that incorporates opportunities for students to conduct research and use supporting evidence to draw conclusions.

Teacher teams have been set up with the specific task of examining student work through the lens of Common Core Learning Standards and aligning tasks to meet the goal of using evidence to support arguments.

Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments

Teachers will meet bi-weekly in department teams to develop a rubric to assess the use of evidence to support a claim

Strategies to increase parental involvement

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the schools Title I program.
- School level committees that involve parents who are members of the School Leadership Team

Strategies for attracting Highly Qualified Teachers (HQT)

- Review BESIS data to make sure that all teachers are teaching in their license area
- Work with CFN/ Human Resources certification specialist to assure that all staff are highly qualified
- Set aside Title I funding to help teachers become highly qualified

Service and program coordination

Budget and resources alignment

- Title I: Part A (NCLB) set aside funds for Parental Involvement

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	8	11	N/A	N/A	7	0	4	2
7	16	9	N/A	N/A	8	0	6	0
8	26	17	N/A	N/A	15	0	15	0
9	15	8	20	N/A	8	0	7	0
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Before and after school tutorials in ELA with specific focus on CCLS for all at risk students, Saturday Academy Writing Intensive Class, Study Island online tutorial program, DRA reading program, Brooklyn College Tutors
Mathematics	Before and after school tutorials in mathematics instruction with specific focus on CCLS, Brooklyn College Tutors, Study Island online tutorials, Saturday Academy math intensive class
Science	Early morning and lunchtime Science tutorials, Brooklyn College tutors, Afterschool one on one tutoring, Saturday academy science intensive
Social Studies	Brooklyn Connection Social Studies Research Program, Brooklyn College Tutors
At-risk Services provided by the Guidance Counselor	Guidance counselors meet with all students at risk and provide individual counseling sessions. They may also meet with students' families to help create recommendations to meet the needs of at risk student.
At-risk Services provided by the School Psychologist	Transition services, life skills enrichment, mentorship, educational planning conferences
At-risk Services provided by the Social Worker	Student Parent Intervention meetings, mentorship, educational planning conferences
At-risk Health-related Services	Lutheran Medical Center on Campus to provide at risk students with Counseling services with respect to health related issues. (SAPIS)- Substance Abuse Prevention Intervention Services

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader DennisSanchez\Cass Conrad	District 17	Borough Brooklyn	School Number 543
School Name STAR Early College School			

B. Language Allocation Policy Team Composition [i](#)

Principal Dr. Eric Blake	Assistant Principal Daniel Holmes
Coach None	Coach None
ESL Teacher N/A	Guidance Counselor Stacey Goulbourne
Teacher/Subject Area N/A	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator Maria Nieves
Related Service Provider	Other
Network Leader Dennis Sanchez	Other

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	524	Total Number of ELLs	0	ELLs as share of total student population (%)	0.00%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *!*

At the beginning of each school year, we provide students/parents with the home language survey. If we get a response that the home language is other than English, we administer the LAB R Battery. This year we had no home language survey responses that indicate a home language other than English.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0													0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Push-In														0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [i](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. How is instruction delivered?
 - a. Science, Technology and Research School currently has no ELL students. However if we were to receive ELL students the organizational model of ESL would be the Free Standing model.
 - b. The program model is ungraded and homogenous: all students regardless of grade are placed in classes according to their proficiency levels on the LAB-R and NYSESLAT (i.e., beginners, intermediates, and advanced.)
2. How does the organization of our staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in the ESL program model?
 - a. Explicit ESL and ELA instructional minutes are delivered in our Self-Contained ESL program as per CR Part 154. All beginning students have three 45-minute periods of ESL each day five times per week, thus meeting the requirement of 540 minutes per week for beginning ELLs. All intermediate students have two 45-minute periods of ESL each day five days per week, thus meeting the requirement of 360 minutes per week for intermediate ELLs. All advanced students have one 45-minute period of ESL per day five days a week as well as one 45-minute period of ELA instruction five times per week, thus meeting the requirement of 180 minutes of ESL instruction and 180 minutes per week of ELA instruction. Since the only program model at STAR is Self-Contained ESL, NLA instruction is not offered.
3. Content Areas in the Self-Contained Model:

A. Programming and Scheduling Information

If STAR Early College School were to receive ELL students, the ESL teacher would use a range of instructional methods to ensure that students are building comprehension across all content areas along with linguistic knowledge, development, and performance in English. All units are thematic-based and designed around an essential question. The essential question is then explored and developed through all genres of literature, including fiction, content-area texts, informational readings, poetry, historical non-fiction, and drama. In addition, ESL texts and teacher-generated ESL lessons are utilized to teach

English across all content areas. Instruction would be differentiated to meet the needs of the ELL learners. Classroom libraries would be equipped with glossaries and/or dictionaries reflective of the home language of the ELL students.

By meeting with content area teachers by grade level and by subject area, the ESL teacher learns which material needs scaffolding support in the ESL class and suggests differentiation and scaffolding that can be put in place in by the content teacher in order to provide the ELLs with access to the content curriculum.

All content at STAR would be delivered in English. Some support in Spanish is given in the ESL classroom. The ESL teacher does not speak Haitian Creole, Arabic, Nepalese, or French, so English is the mode of communication in the ESL classroom as well.

4. At this time, the LAB in Spanish is the only first language assessment that has been used this school year.

5. a. Instructional plan for SIFE: Educational interventions would be written and implemented for all SIFE at STAR. The interventions are based on student data acquired through both formal and informal assessments in ESL and the content areas, as communicated by the student's teachers in each subject area. The student's strengths are drawn upon to plan motivation curriculum and to design differentiated means of assessment that will both challenge the student and also allow him or her to experience academic success. The ESL teacher's lessons will introduce and build upon the fundamental skills and knowledge required for full academic participation and success across the curriculum. In addition, SIFE are given the resource of extra tutoring both during and after school.

b. Instructional plan for newcomers: Newcomers participate in our Balanced Literacy Program at STAR. Many newcomers test as beginners on the LAB-R, so they receive three 45-minute periods five times a week. Intermediates receive two such periods, and advanced, one period of ESL and one forty-five minute period of ELA. In ESL class, the teacher models reading comprehension strategies, vocabulary building strategies, phonics, and writing practice in mini-lessons which are followed by group, paired, and individual student practice. Whenever possible, art and music are integrated into the lessons in order to reach all student levels of comprehension and knowledge and to allow for differentiated assessment.

c. Instructional plan for ELLs receiving 4-6 years of ESL service:

Students receiving 4-6 years of ESL service are identified by the ESL teacher, content area teachers, and guidance counselors using the available student data reports. The teachers and counselors meet to discuss the student's current academic track record and potential graduation date. In addition, most of these ELLs attend after school in order to meet the academic graduation requirements.

d. Instructional plan for long-term ELLs: In order to help long-term ELLs meet graduation requirements and achieve academic success, after-school classes are offered for the content area courses, such as history, English, and science. Students and their parents are informed both in writing and verbally about the programs available to them that will help them prepare for Regents exams. All long-term ELLs are encouraged to attend the program offerings by their ESL and content area teachers. Furthermore, like the 4-6-year ELLs, these students are tracked and discussed on a monthly basis by their ESL teacher, content area teachers, and guidance counselors.

e. Instructional plan for ELLs identified as having special needs: Eligible ELLs who are identified as having special needs receive a paraprofessional who provides daily academic assistance. Various scaffolding techniques are regularly implemented to help these students achieve academic excellence. Lessons are created by the ESL teacher and content area teachers that target both the student's strengths to build upon and their areas of weakness. ELLs having special needs are included in all aspects of our school, including our ESL classes.

To prepare ELL students for the ELA, there is a great emphasis on reading and writing and there is coordination between the ESL teacher and the ELA teachers to provide support and reinforcement of material being covered in the ELA classroom. There is reading and writing across the entire curriculum at STAR. Instruction is also differentiated to meet the need of the ELL student.

The plan for all ELLs, regardless of their time in ESL, is to provide academically rigorous material that will give students language development opportunities, reinforce content, and provide reading and writing across the curriculum with the goal of passing their Regents and other exams.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
language of debate in 100%	support students' progress and success in their content area classes.
7. The ELLs take their 75%	content area classes with general education students.
50%	Page 26
25%	
	Dual Language
100%	

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. If STAR had a ELL population, we would offer Targeted Intervention Programs for ELLs in ELA, math, and other content areas: After-school and Saturday Academy tutoring is offered by the content teachers. At STAR, we also have access to Brooklyn College tutors who are undergraduate students in education. We would empower these tutors as an extra push in help for at risk ELL students. These tutors aid the ELL students in their acquisition of the necessary skills and understanding to be able to thrive in their respective content area classes. Finally, ELL students would be given access to resource materials, including guidance on how to self-monitor and self-motivate their own learning and academic progress.

9. Continuing transitional support (2 years):

Students who have passed the NYSESLAT continue to receive support in their academic classes and on Regents Exams. Tutoring program services are available to students after school; and on Saturdays. Saturday classes would also be offered to all students who would like to earn more credits and prepare themselves for the standardized exams given in January and June. As mandated, once students have passed the NYSESLAT, these former ELLs receive time and a half extensions on Regents exams for up to two years.

10. Since STAR currently has no ELL students, there are no new programs being considered for the upcoming school year. However the aforementioned plan will remain in effect.

11. Currently there are no programs or services to be discontinued this year.

12. All school programs, including after-school tutoring and sports teams are offered to all students, including the English Language Learners. If STAR were to attain an ELL population, we would devote a teacher team to monitor at risk ELL students.

13. A variety of materials to support ELLs' learning is used at STAR. First, we have a classroom libraries consisting of multiple genres: informational non-fiction, realistic fiction, biography, memoir, historical fiction, poetry, and traditional literature. Many of the textbooks currently in use come with online and hardcopy support editions for ELL students.

14. Although native language instruction is not offered at STAR, native language support is available through the aforementioned (teacher team) resources.

15. All required services are designed to support and correspond to middle school and high school students.

16. All registered new students are invited to the one-day New Student Orientation prior to the beginning of the new school year. The content area teachers work closely together to monitor and support all at risk students.

17. Spanish, from beginning level to Advanced is offered at STAR.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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14. Although native language instruction is not offered at STAR, native language support is available through the aforementioned (teacher team) resources.

15. All required services are designed to support and correspond to middle school and high school students.

16. All registered new students are invited to the one-day New Student Orientation prior to the beginning of the new school year. The content area teachers work closely together to monitor and support all at risk students.

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B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. If STAR had a ELL population, we would offer Targeted Intervention Programs for ELLs in ELA, math, and other content areas: After-school and Saturday Academy tutoring is offered by the content teachers. At STAR, we also have access to Brooklyn College tutors who are undergraduate students in education. We would empower these tutors as an extra push in help for at risk ELL students. These tutors aid the ELL students in their acquisition of of the necessary skills and understanding to be able to thrive in their respective content area classes. Finally, ELL students would be given access to resource materials, including guidance on how to self-monitor and and self-motivate their own learning and academic progress.

9. Continuing transitional support (2 years):

Students who have passed the NYSESLAT continue to receive support in their academic classes and on Regents Exams. Tutoring program services are available to students after school; and on Saturdays. Saturday classes would also be offered to all students who would like to earn more credits and prepare themselves for the standardized exams given in January and June. As mandated, once students have passed the NYSESLAT, these former ELLs receive time and a half extensions on Regents exams for up to two years.

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14. Although native language instruction is not offered at STAR, native language support is available through the aforementioned (teacher team) resources.

15. All required services are designed to support and correspond to middle school and high school students.

16. All registered new students are invited to the one-day New Student Orientation prior to the beginning of the new school year. The content area teachers work closely together to monitor and support all at risk students.

17. Spanish, from beginning level to Advanced is offered at STAR.

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

Beginning

Intermediate

Advanced

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

We currently have no ELL students in our school.

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

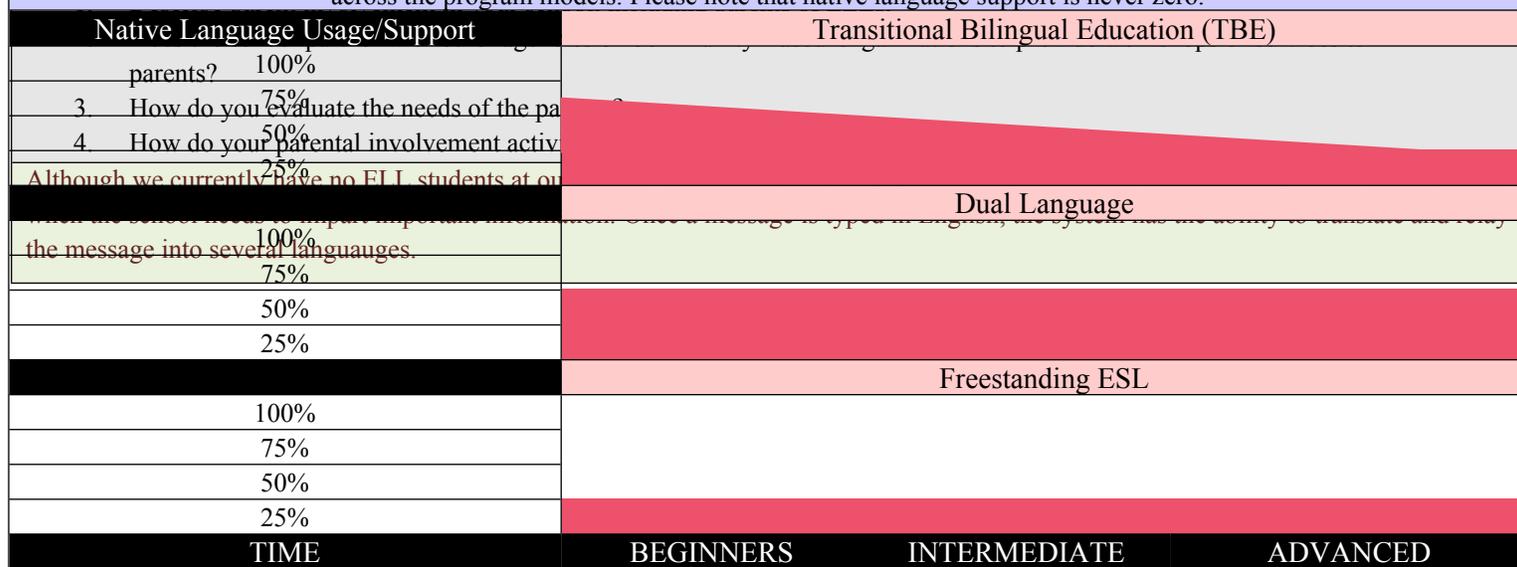
D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

We currently have no ELL staff in our school. However all teachers are equipped to institute differentiated instruction.

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials)?

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. If STAR had a ELL population, we would offer Targeted Intervention Programs for ELLs in ELA, math, and other content areas: After-school and Saturday Academy tutoring is offered by the content teachers. At STAR, we also have access to Brooklyn College tutors who are undergraduate students in education. We would empower these tutors as an extra push in help for at risk ELL students. These tutors aid the ELL students in their acquisition of the necessary skills and understanding to be able to thrive in their respective content area classes. Finally, ELL students would be given access to resource materials, including guidance on how to self-monitor and self-motivate their own learning and academic progress.

9. Continuing transitional support (2 years):

Students who have passed the NYSESLAT continue to receive support in their academic classes and on Regents Exams. Tutoring program services are available to students after school; and on Saturdays. Saturday classes would also be offered to all students who would like to earn more credits and prepare themselves for the standardized exams given in January and June. As mandated, once students have passed the NYSESLAT, these former ELLs receive time and a half extensions on Regents exams for up to two years.

10. Since STAR currently has no ELL students, there are no new programs being considered for the upcoming school year. However the aforementioned plan will remain in effect.

11. Currently there are no programs or services to be discontinued this year.

12. All school programs, including after-school tutoring and sports teams are offered to all students, including the English Language Learners. If STAR were to attain an ELL population, we would devote a teacher team to monitor at risk ELL students.

13. A variety of materials to support ELLs' learning is used at STAR. First, we have a classroom libraries consisting of multiple genres: informational non-fiction, realistic fiction, biography, memoir, historical fiction, poetry, and traditional literature. Many of the textbooks currently in use come with online and hardcopy support editions for ELL students.

14. Although native language instruction is not offered at STAR, native language support is available through the aforementioned (teacher team) resources.

15. All required services are designed to support and correspond to middle school and high school students.

16. All registered new students are invited to the one-day New Student Orientation prior to the beginning of the new school year. The content area teachers work closely together to monitor and support all at risk students.

17. Spanish, from beginning level to Advanced is offered at STAR.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. If STAR had a ELL population, we would offer Targeted Intervention Programs for ELLs in ELA, math, and other content areas: After-school and Saturday Academy tutoring is offered by the content teachers. At STAR, we also have access to Brooklyn College tutors who are undergraduate students in education. We would empower these tutors as an extra push in help for at risk ELL students. These tutors aid the ELL students in their acquisition of of the necessary skills and understanding to be able to thrive in their respective content area classes. Finally, ELL students would be given access to resource materials, including guidance on how to self-monitor and and self-motivate their own learning and academic progress.

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17. Spanish, from beginning level to Advanced is offered at STAR.

Additional Information

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

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

We currently have no ELL students in our school.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

We currently have no ELL staff in our school. However all teachers are equipped to institute differentiated instruction.

E. Parental Involvement

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

Although we currently have no ELL students at our school, we have adopted a school messenger system, which automatically calls parents when the school needs to impart important information. Once a message is typed in English, the system has the ability to translate and relay the message into several languages.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other <u>0</u>	0	0	0	0
Other <u>00</u>	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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

Part VI: LAP Assurances

School Name: <u>STAR</u>		School DBN: <u>17K543</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Eric Blake	Principal		1/1/01
Daniel Holmes	Assistant Principal		1/1/01
Maria Nieves	Parent Coordinator		1/1/01
none	ESL Teacher		1/1/01
none	Parent		1/1/01
none	Teacher/Subject Area		1/1/01
none	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
N/A	Coach		1/1/01
Stacy Goulborne	Guidance Counselor		1/1/01
Dennis Sanchez	Network Leader		1/1/01
N/A	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: K543 **School Name:** STAR EARLY COLLEGE SCHOOL

Cluster: 521 **Network:** CFN-CUNY

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

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

-A language needs assesment is completed during the first week of school by providing students with and collecting a "Home Language Survey"
-using the information from the survey, the school is able to make decisions as to what languages will be most needed to accommodate the regualtion for language translation and interpretation.

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

From analysis of the Home Language Survey, we have found that over 94% of our parent population have responded that the home language is English. Other Languages spoken and/or written are Hatian Creole 3%, Spanish 2% and Bengali less that 1%.(2 students/parents)

Part B: Strategies and Activities

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

- Parent Coordinator who assist in translating many documents into Spanish.
- Many important documents(Lutheran Medical Forms, Blue Cards, Lunch Forms) are written in various languaes.

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

-Staff members who are fluent in Spanish and Hatian Creole are utilized for translation services.
-A school messenger system which can be manipulated to translate messages into varoius languages.

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

We will download the Parental Bill of Rights in the languages that reflect our parent population.
We will post outside of the main office the availability of translation services document in the various languages.
We will amend the School Safety Plan to include procedures for ensuring that parents in need of languaue access are not prevented from reaching the school's administrative offices solely due to languaue barriers.
We currently do not have a situation where we have more than 10% of parents who do not speak English.