



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: SCIENCE, TECHNOLOGY & RESEARCH SCHOOL @ ERASMUS
DBN (i.e. 01M001): 17K543
Principal: DR. ERIC BLAKE
Principal Email: EBLAKE@SCHOOLS.NYC.GOV
Superintendent: KAREN WATTS
Network Leader: ALAN DICHTER

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Dr. Eric Blake	*Principal or Designee	
Floyd Griffith	*UFT Chapter Leader or Designee	
David Heron	*PA/PTA President or Designated Co-President	
Petra John	DC 37 Representative, if applicable	
Shareese Worrell Thea Newton	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tim Gramling	Member/ SLT Chair	
Daniel Holmes	Member/ Principal’s Designee	
Harriet Owens	Member/ DC37	
Della Mitchell	Member/ Parentt	
Marisa Remy Walcott	Member/ Parent	
Ruth Phidd	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

Through direct, purposeful, and progressive implementation of Common Core Learning Standards in the curriculum, 100% of STAR students (By June 2014) in all classes would have had a deep awareness and exposure to Common Core Learning Standards and appropriate level work and activities. All students will demonstrate performance which reflects Depth of Knowledge Levels.

Comprehensive Needs Assessment

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

Citywide Instructional Expectations

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
- A more intense formative assessment approach aligned with the CCSS will be employed, including more frequent observations of staff with immediate feedback. Summative assessments aligned with the CCSS will be administered every six weeks across all grade levels and content areas. Also, the sharing and discussion of assessment information with students will provide a balanced approach in identifying the strengths, weaknesses, and next steps for both teachers and students.
 - A reading and writing intense program will continue to provide targeted support and assistance in deepening understanding of CCSS. Selected teacher leads will continue to attend monthly (Tier III) CUNY meetings focused on CCSS and turnkey information to staff for implementation and pedagogical enrichment as needed. Professional development opportunities regarding the CCSS will continue to be provided both internally and externally throughout the year
 - Teacher teams will continue to build upon the data driven culture created by following a data cycle calendar, examining student work and data through the lens of CCSS and adjusting instruction to meet and align to the rigor of the CCSS
- B. Key personnel and other resources used to implement each strategy/activity**
1. Principal And Administrative team, Common Core Assessment Teacher Team, Advance Resources and updates.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. 100% of teachers will have a deep understanding of the Common Core State Standards and will implement many components in their classrooms.
- D. Timeline for implementation and completion including start and end dates**
1. Beginning in August of 2013 and ending in June of 2014, Interim assessments will take place every 6 weeks.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Common Core State Standards, Advance Resource materials, ARIS Learn, Common Core Teacher team turnkey to staff, Programmatic scheduling to allow for teacher team meetings

Strategies to Increase Parental Involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
- Family workshops detailing Common Core State Standards and how they can support their children with respect to the shift in standards
- School level committees that involve parents who are members of the School Leadership Team

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	x	Grants

List any additional fund sources your school is using to support the instructional goal below.

MOSL Funds

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 100% of teachers will demonstrate increased performance in academic rigor and pedagogy as measured by observation reports and snapshots centered on the Danielson Framework (rubrics) and Advance (online) teacher evaluation tool.

Comprehensive Needs Assessment

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

City wide Instructional Expectations.

Instructional Strategies/Activities

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

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

- Facilitate workshops with Mary Chuisano (Brooklyn College Liaison) and Brooklyn College Professors focused on College and Career Readiness
- College site tours to L.I.U., Brooklyn College and other Universities.
- Collaborate with PENCIL/REIS Organization to create career readiness workshop opportunities and internships with upperclassmen (11th Grade).
- Conduct career fair promoting informational and interactive student sessions focusing on career preparation and planning
- 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.
- EPIC College and Career Ready Diagnostic online assessment for all students, teacher and administrators. Results will provide students, school officials and parents with vital information and resources as to the level of college readiness of students

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

1. Administrative Staff, Brooklyn College Professors, EPIC Instructional Staff and Online resource guide, Pencil/ REIS liaisons, Guidance Counselor

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

1. Exit Surveys for teachers at the end of the College and Career Readiness workshops and EPIC results PD, Pencil/ REIS questionnaires and feedback documents at the end of each encounter with students, Student reflection document at the culmination of college tours and fairs.

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

1. Activities will begin in September 2013 and commence by June 2014. EPIC online survey window will open on November 15, 2013 and close on December 13, 2013.

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

1. ESI funds will be used to pay teacher per session to complete EPIC assessments and surveys (after school), Results of the survey will be emailed to all staff members and a “hard copy” will be kept on file in the main office.

Strategies to Increase Parental Involvement

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

- Parents to be invited to Semi-Annual Open House events with a varied representation of colleges
- SWP funds allocated to support parent functions focusing on college and career readiness
- 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
- Frequent updates of all College and Career related activities at SLT and PA meetings (Principal’s Report)

Budget and Resource Alignment

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

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

MOSL Funds, Expanded Success Initiative (ESI) funds.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, increase parent involvement in school wide activities/functions by 10% as measured by analysis of data-oriented information.

Comprehensive Needs Assessment

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

Parental involvement is mandated by all schools receiving Title I funding

Instructional Strategies/Activities

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

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

- Parent coordinator and Parent Association President 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, STAREC and EnGrade Pro 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 promoted and encouraged.
- Interim assessments/progress reports to parents on student's performance.
- Parent contact and feedback on our STAR-EC and EnGrade Pro databases used in our school.
- Online phone messenger system distributing pertinent information to parent via telephone or text.

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

1. Parent Coordinator, Parent Association President, Engrade Pro Online grading system, School Messenger System

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

1. Reports from School Messenger and Engrade Pro usage with respect to Parent Response, Sign In Sheets from Parent meetings, workshops , etc.

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

1. September 2013 thru June 2014

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

1. Engrade Pro Online grading system, School Messenger System

Strategies to Increase Parental Involvement

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

The entire goal centers on parental involvement strategies.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, student performance in High School will increase from a 14.5 to 15.0 (in raw score) as measured by indicators on the School Progress Report. Also, student progress in Middle School will increase by 6 points as measured by indicators on the School Progress Report.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

- Grade and subject level teacher teams have been structured in the day for teachers to meet and engage in collaborative inquiry and create common assessments (across grades and disciplines) aligned to CCSS. Assessments will be every six weeks.
- Selected teachers will attend monthly meetings with CUNY support staff. Meetings will be centered on the Citywide Instructional Expectations regarding discussion based classroom questions and techniques.(i.e Socratic Seminars, Convergent and divergent questioning techniques)
- English teachers in targeted grades will collaborate with ongoing year long professional development from Teachers and Writers Collaborative, a consultancy group, supporting CCSS aligned sustained, meaningful writing.
- Teachers will continue to benefit from ongoing and targeted professional development both internally and externally provided by *New Leaders, The CUNY (Tiered) Citywide Instructional Expectations Team*, and faculty of *Brooklyn College*.
- School will use data from state, baseline and benchmark assessments to compile a school wide list of students in the “bottom third” to be targeted for AIS. (Saturday Academy, Before and After school tutorials, one on one tutorials)

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

1. Principal and Administrative staff, Consultancies, CUNY Team, PD Team,

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

1. Exit artifacts detailing teacher team work, consistent review of interim assessment results for improvement, finalized, published writings from students that show growth in both depth and breadth

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

1. September 2013 thru June 2014

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

1. Internal and external PD consultants, Teacher programs aligned to support teacher team meeting at least 3 times per week

Strategies to Increase Parental Involvement

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

- Announce results and implementation of future plans to parents at SLT and PA meetings.
School level committees that involve parents who are members of the School Leadership Team

Budget and Resource Alignment

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

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

MOSL Funds

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Before and after school tutorials in ELA with specific focus on the CCLS. Saturday Academy Brooklyn College tutors	All at risk students; small group instruction. Open to all STAR students Small group instruction to at risk students	After school and early morning Saturday's During the school day
Mathematics	Before and after school tutorials in Math with specific focus on the CCLS. Saturday Academy Math Intensive Brooklyn College tutors	All at risk students; small group instruction. Open to all STAR students Small group instruction to at risk students	After school and early morning Saturday's During the school day
Science	Lunchtime tutorials Saturday Academy Science review	One to one or small group No more than 15 students per group	Upon teacher availability Saturday's in January, February and March
Social Studies	Lunchtime tutorials Saturday Academy Social Studies review	One to one or small group No more than 15 students per group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	One to one counseling	One to one	Twice a week per student

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Administration will attend career fairs through the Department of Education and School Network to recruit Highly Qualified Teachers. Every teacher employed at the school is Highly Qualified. The school will continue the policy of hiring only teachers who meet the NCLB criteria for Highly Qualified Teachers. BEDS reporting will routinely be checked to make sure we have highly qualified staff. Teachers will be given extensive professional development opportunities to develop their content knowledge and teaching pedagogy.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development will be offered in the school, along with offering opportunities outside of school. First year teachers will be assigned a mentor to provide guidance in their work. Teachers will be afforded mentor services even if they are not in their first year. The Danielson Competencies outlined in ADVANCE will be used as a tool to observe teachers, give feedback and inform their instruction for the purposes of development. Teachers will meet with Administration to review observations, share feedback and develop action plans leading to measurable goals. Special focus will be paid to adherence of the Citywide Instructional Expectations

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet the intent and purpose programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
SWP funds are set aside in Galaxy to meet the intent and/or exceed amounts needed to support intent and purpose programs. Funds are used as needed to support the various constituencies within the subgroup.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
STAR is a 6-12 school.

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.
All in house common interim assessments (given every 6 weeks) are created by teachers who will use data from baseline, benchmark or prior interim assessments to formulate and drive instruction. Teachers will receive intensive PD about implementation of questioning and discussion techniques to restructure classroom instruction to be student- centered. Teacher schedule will be aligned to support teacher team meetings. Moreover, the teacher teams will be the driving force for Professional Development by turn keying and/or sharing vital information with each other.

TA Schools Only

Use of Program Resources

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

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).

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Science, Technology & Research 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
2013-14 TO 2014-15 SCHOOL YEARS**

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

Part I: School ELL Profile

A. School Information

District 17	Borough Brooklyn	School Number 543
School Name STAR Early College School		

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

Principal 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 Anesha Slater
Related Service Provider	Other
Network Leader(Only if working with the LAP team) Michelle Robles	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	532	Total number of ELLs	0	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	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	0	0	0	0
Other	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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At the beginning of the 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 LABR battery.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
As we have not had any ELL students for the last three years. There is no current information with respect to the LAB R and NYSESLAT.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
As we have not had any ELL students for the last three years. There is no current information with respect to the LAB R and NYSESLAT.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?As we have not had any ELL students for the last three years. There is no current information with respect to the LAB R and NYSESLAT.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
As we have not had any ELL students for the last three years. There is no current information with respect to the LAB R and NYSESLAT.
6. How do you make sure that a child's second language development is considered in instructional decisions?
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.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Paste response to questions here: N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Since we have not had ELL students for some time, this data is not available.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At the beginning of the 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.
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.
If STAR were to have ELL students, we would hold a meeting for all parents of ELL students to explain that at STAR we offer a Freestanding English as a Second Language program in which students receive all instruction in English with ESL supports in place. We would use the School Messenger phone system to translate all messages into the home language needed. We would provide the documents detailing the programs in English, Spanish and Haitian Creole. We would also have translation services available upon request.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
If STAR were to have ELL students, at the aforementioned meeting (question2) entitlement letters would be distributed. Letters of parents who do not attend the meeting would be mailed. Attention would be paid to the home language to assure the entitlement letter would be easily understood. Also, translation services would be furnished at this meeting. Once the letters are returned, they would be stored in a file drawer kept by the Principal's secretary.
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.
Paste response to question here: N/A
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
I would follow test administrator manual instructions to the letter.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Since we have not had ELL students for several years, we do not have the data available to us.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 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. We would use the push in method in which an ESL teacher would work with ELL students during content instruction in collaboration with the classroom teacher to provide acquisition and vocabulary support while retaining content instruction time.
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)?
 - a. Explicit ESL and ELA instructional minutes are delivered in our Self-Contained ESL program as per CR Part 154. All beginning students have two 45-minute periods of ESL each day five days per week, thus surpassing the minimum requirement of 360 minutes per week for beginning ELLs. All intermediate students have two 45-minute periods of ESL each day five days per week, thus surpassing 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. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content Areas in the Self-Contained Model:

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

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

N/A

6. How do you differentiate instruction for ELL subgroups?

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

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 two 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.

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

The content teachers would provide the ESL teacher with topics that need to be reinforced in the ESL classroom and submitting exams to the ESL teacher for translation or paraphrasing into clearer language before the exams are administered to the students. A variety of scaffolding techniques is being used, including content area textbooks written for ESL students. In the ESL class, lessons cover reading comprehension, vocabulary development, writing skills, listening, note-taking, delivery of oral reports, and the language of debate in speaking and writing to help support students' progress and success in their content area classes.

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

ELL's take their content area classes with general education students with the support of the push in ESL teacher and Brooklyn College (partner organization) tutors. Supports are in place with respect to differentiation of instruction in the content and product strands. Student goals are consistently reassessed and evaluated throughout the course of the year. All IEP mandates are adhered to. Afterschool and Saturday classes will be offered as an academic intervention service. The program as it stands already surpasses mandated minimum requirements by 50 minutes per week.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0	0	0
Social Studies:	0		0
Math:	0		
Science:	0		
	0		
	0		

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

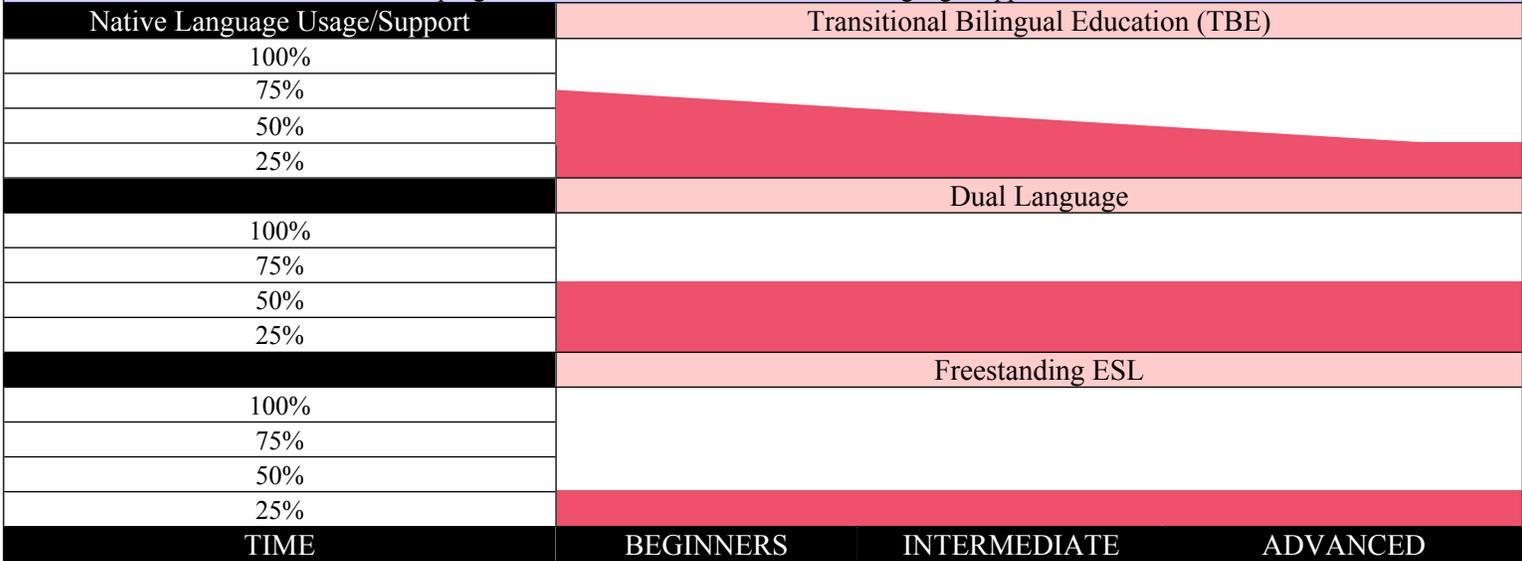
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

N/A

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

N/A

11. What new programs or improvements will be considered for the upcoming school year?

N/A

12. What programs/services for ELLs will be discontinued and why?

N/A

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

N/A

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

N/A

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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 language acquisition. Finally, Brooklyn College tutors would be utilized to support further academic development.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newcomers participate in our Balanced Literacy Program at STAR. Many newcomers test as beginners on the LAB-R, so they receive two 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 differentiation.

18. What language electives are offered to ELLs?

Paste response to question here:

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. We currently do not have any ELL personnel at our site.
 2. We currently have no teachers of ELL students.
 3. We currently have no ELL students.
 4. Teachers will take advantage of Professional development opportunities offered in Principal's Weekly as well as training offered on site (17K543).

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. We currently have no ELL parent involvement as we currently have no ELL students.
 2. At the current time we have no ELL students.
 3. At the current time we have no parents of ELL students.
 4. Overall parental involvement activities

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: STAR ECHS

School DBN: 17K543

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
Anesha Slater	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 Goulbourne	Guidance Counselor		1/1/01
	Network Leader		1/1/01
N/A	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **K543** School Name: **Science, Technology & Research**

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 95% of our parent population have responded that the home language is English. Other Languages spoken and/or written are Hatian Creole 3%, Spanish 2%

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.

- Assistant Principial who assists in translating many documents into Spanish.
- Many important documents(Lutheran Medical Forms, Blue Cards, Lunch Forms) are written in various languages.
-Phone messenger system that has the ability to translate messages into different languages.
-Teachers and other staff members fluent in Spanish and Haitian Creole and Russian.

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 and Russian are utilized for translation services.
-A school messenger system which can be manipulated to translate messages into various 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 language access are not prevented from reaching the school's administrative offices solely due to language barriers.
We currently do not have a situation where we have more than 10% of parents who do not speak English.