

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

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

**17K543**

**School Name:**

**STAR EARLY COLLEGE SCHOOL AT ERASMUS**

**Principal:**

**DR. ERIC L. BLAKE**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Middle & High School School Number (DBN): 17K543  
School Type: High School Grades Served: 6-12  
School Address: 911 Flatbush Avenue Brooklyn, NY 11226  
Phone Number: 718-564-2540 Fax: 718-564-2541  
School Contact Person: Tim Gramling Email Address: [timgramling@gmail.com](mailto:timgramling@gmail.com)  
Principal: Dr. Eric L. Blake  
UFT Chapter Leader: Floyd Griffith  
Parents' Association President: Kerry Crawford  
SLT Chairperson: Tim Gramling  
Student Representative(s): Thea Newton; Shareese Worrell

**District Information**

District: 17 Superintendent: Michael Prayor  
Superintendent's Office Address: 6565 Flatlands Avenue, Brooklyn, NY 11236 Room 112  
Superintendent's Email Address: MPrayor@schools.nyc.gov  
Phone Number: 718-968-4100 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 521 Cluster Leader: Eric Glatz  
Network Number: CUNY Network Network Leader: Alan Dichter

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Eric L. Blake - [Staff]	*Principal or Designee	
Floyd Griffith - [Staff]	*UFT Chapter Leader or Designee	
Kerry Crawford - [Parent]	*PA/PTA President or Designated Co-President	
Petra John - [Staff]	DC 37 Representative, if applicable	
Thea Newton - [Student]	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Timothy Gramling - [Staff]	SLT Chairman	
Daniel Holmes - [Staff]	Administration	
Marisa Remy Walcott - [ Parent]	Parent	
Ruth Phidd - [Parent]	Parent	
Karen Gage Reid [Parent]	Parent	
Della Mitchell – [Parent]	Parent	
Shareese Worrell – [Student]	Student	
	Member/	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

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

### NYCDOE's Quality Review (QR)

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

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

Science, Technology and Research Early College School is a high school with 518 students from 6 through grade 12. The school population comprises 88% Black, 7% Hispanic, 1% White, and 3% Asian students. The student body includes 0% English language learners and 2% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The year to date average attendance rate for the school year 2014-2015 is 96.1%.

STAR Early College School strives to promote and maintain a nurturing and rigorously challenging college oriented learning environment. STAR prepares all students to take college courses at Brooklyn College as part of the early college experience and equips students to pursue professional careers in science, mathematics, technology and related areas. Our learning community helps students to achieve the core values of STAR: Striving for success, Tolerance in a multicultural society, Academic honesty and Responsibility for self and others.

STAR cultivates a wide variety of well-chosen partnerships, which ensure that all students engage in rich academic and personal experiences. Brooklyn College offers each student with an opportunity to earn up to 55 college credits. Gateway Institute for Pre-College Education fosters mentorships and experiential learning in student pursuit of health and science-related careers. Additionally, they offer professional development so that all teachers effectively reinforce the college-readiness mindset.

### **STRENGTHS**

1. **Student Progress**: According to our High School Quality Snapshot (HSQS) FY2013-14, ninety-two percent [92%] of our students earned enough credits in 9<sup>th</sup> grade to be on track for high school graduation.
2. **Student Achievement**: According to our HSQS FY 2013-14, ninety-five percent [95%] of our students graduate in four years and ninety-nine percent [99%] graduate in six years.
  - K543 STAR helps students improve from their incoming proficiency levels and pass regents exams across grades and subjects.

#### **i. Summary of Student Passing Regents Exams [June FY 2013-14]**

<b>Regents Exam</b>	<b>Percentage Passing</b>
ELA REG JUNE	87.76%
GLOB HIST REG JUNE	92.59%
U.S. HIST REG JUNE	78.40%
ALGEBRA REG JUNE	92.41%
GEOMETRY REG JUNE	84.48%
LIVING ENVIRONMENT REG JUNE	89.06%
CHEMISTRY REG JUNE	88.89%

3. **School Environment**: According to our HSQS FY2013-14, ninety-two percent [92%] of students feel that their school offers enough variety of programs, classes, and activities to keep them interested in school; ninety-nine percent [99%] of parents are satisfied with the education that their child has received; ninety-four percent [94%] of teachers would recommend this school to parents.
4. **College & Career Readiness**: According to our HSQS FY 2013-14, ninety-four percent [94%] of students successfully completed approved college preparatory courses and assessments.

## CHALLENGES

1. ***Student Progress***: According to our Middle School Quality Snapshot (MSQS) FY2013-14, forty-three percent [43%] of our students met State standards on the State English test; the average score at this school was 2.9 out of 4.5; and, thirty-five percent [35%] met State standards on the State math test; the average score at this school was 2.8 out of 4.5
  - Although STAR helped students improve from their incoming proficiency levels and pass regents exams we need to focus on improving the percentage of students who are passing several regents exams, which are listed in the chart below.

### i. Summary of Student Passing Regents Exams [June FY 2013-14]

Regents Exam	Percentage Passing
TRIG REGENT JUN	54.84%
CC ALGEBRA 1 REG	49.28%
PHYSICS REG	29.17%
EARTH SCIENCE REG	40.43%

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

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

### Part 1 – Needs Assessment

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

According to our Middle School Quality Snapshot (MSQS) FY2013-14, forty-three percent [43%] of our students met State standards on the State English test; the average score at this school was 2.9 out of 4.5; and, thirty-five percent [35%] met State standards on the State math test; the average score at this school was 2.8 out of 4.5. The goal is to use progressive implementation of CCLS, coupled with our school wide foci (Efficacy and Developing and Defending Arguments) to improve student progress.

### Part 2 – Annual Goal

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

Through direct, purposeful, and progressive implementation of Common Core Learning Standards in the curriculum, 100% of STAR students (By June 2015) 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.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
The Danielson Framework for Professional Practice is the research based framework that is incorporated into our school community to support teacher practice and student achievement. The Danielson Framework for Teaching and the CCLS instructional shifts are incorporated into teacher practice through professional learning communities, professional development opportunities and the observation process to provide meaningful and actionable feedback to improve teaching practice and student learning.	Teachers (directly) Students (indirectly)	September 2014 until June 2015	Administrative cabinet members, Teacher led PLC’s
Differentiation by content, process and/or feedback in every classroom. Lesson plans that address how at-risk students (SWD, Lowest third) will be addressed. All Middle School MOSL population decisions will default to students in the lowest third (teacher accountability). Teacher led PLC’s will specifically address strategies and pedagogical practices aimed at meeting students at various entry	Students	September 2014 until June 2015	Administrative cabinet members, Teacher led PLC’s)

points.			
A more intense formative assessment approach aligned with the CCLS will be employed, including more frequent observations of staff with immediate feedback. Summative assessments aligned with the CCLS 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.	Teachers and students	September 2014 until June 2015	Administrative cabinet members, Teacher led PLC's
Selected teacher leads will continue to attend Professional Development meetings focused on CCLS and turnkey information to staff for implementation and pedagogical enrichment as needed. Professional development opportunities regarding the CCLS will continue to be provided both internally and externally throughout the year	Teachers and students	September 2014 until June 2015	Administrative cabinet members, Teacher led PLC's

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Advance Observation System, Scholarship Reports

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Expanded Success Initiative [ESI] Funding									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
Through the ongoing observation process, STAR administrative cabinet will continually monitor for differentiation and classroom questioning and discussion techniques. On February 1, 2015 a medial assessment will be conducted by STAR Administration. Cabinet will revisit goal and examine data with respect to how far we have come to reach the goal. Data will include, scholarship reports, formative assessments				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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

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

### Part 1 – Needs Assessment

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

At STAR Early College School our theory of action is based on the Efficacy paradigm. The idea that with effort and perseverance, all students can operate at intellectually high levels. This means it is the primary work of caring adults - in schools, families, and community institutions - to *develop* the intellectual capacity of every child. This idea is the underlying philosophy for all programs, initiatives and partnerships at STAR. Various members of the school community received Efficacy training with the Jeff Howard Institute. The information was shared with the entire staff. Although most staff has received efficacy training, the challenge for STAR is to reiterate, retrain and reinforce the efficacy focus so that all invested parties believe, understand and implement strategies in line with the focus (Cultural Relevant Education, High Expectations)

### Part 2 – Annual Goal

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

By June 2015, 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) for teacher effectiveness. Teacher improvement will partially be based on student achievement and student engagement (3B).

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol>			
<p>Grade and subject level teacher teams have been structured in the day for teachers to meet and engage in professional collaborative inquiry and create common assessments (across grades and disciplines) aligned to CCLS. Assessments will be every six weeks.</p> <ul style="list-style-type: none"> <li>• English teachers in targeted grades will collaborate with ongoing yearlong professional development from Teachers and Writers Collaborative, a consultancy group, supporting CCSS aligned sustained, meaningful writing.</li> <li>• Teachers will continue to benefit from ongoing and targeted professional development both internally and externally provided.</li> </ul> <p>School will use data from state, baseline and benchmark assessments</p>	Teachers	September 2014 until June 2015	Administrative cabinet and PLC’s

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)			
Selected teachers will attend meetings centered on the Citywide Instructional Expectations regarding discussion based classroom questions and techniques.(i.e Socratic Seminars, Convergent and divergent questioning techniques)	Teachers	September 2014 until June 2015	Administrative Cabinet and PLC’s
Interim assessments/progress reports to parents on student’s performance	Teachers	September 2014 until June 2015	Teachers
Continued teacher training in the realms of Culturally Relevant Education and Efficacy	Teachers, para’s other relevant staff	September 2014 until June 2015	Administrative Cabinet and PLC’s

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
CRE training sponsored by ESI, Advance Observation System

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
Expanded Success Initiative [ESI] Funding									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
In February 2015, administrative cabinet will meet with PLC leaders to discuss implementation of programs, challenges, next steps. Administrative staff will also utilize the various teacher reports found on Advance to determine progress toward goal of increased performance.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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

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

### Part 1 – Needs Assessment

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

Research suggests that well-developed PLCs have a positive impact on both teaching practice and student achievement. The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—continues to enhance student achievement at STAR. At STAR, the administrative cabinet has worked in conjunction with the programmer to create a schedule that would allow for teachers to have common planning time during the day to meet and/or collaborate in teacher teams and professional learning communities. During this time, teachers develop best practices, exam each other’s unit/lesson plans, evaluate student work, and/or review data to drive their decision-making. Accordingly, we have determined that our school next step is to create a robust peer inter-visitiation system to encourage our staff to learn from each other’s best pedagogical approaches and strategies. Our challenge is going to be establishing a school-wide culture of trust and reciprocity, which will promote and encourage ongoing, non-judgmental peer inter-visitiation between and among our staff. For this system to work, we must develop a comprehensive peer inter-visitiation framework alongside protocols, which will promote a succession of observation-evaluation-feedback cycles leading to continuous improvement.

### Part 2 – Annual Goal

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

By June 2015, 100% of teachers at STAR Early College School will have participated in a collaborative peer assessment and feedback inter- visitiation cycle as evidenced by artifacts (low inference notes, informal evaluation reports, minutes and agenda’s) submitted to the Professional Learning Team.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>17. Strategies to increase parent involvement and engagement</li> <li>18. Activities that address the Capacity Framework element of Trust</li> </ol>			
There are several Professional Learning communities that help successfully support CCLS and Instructional shift implementation. All Professional Learning communities meet at least twice a week. Meetings are facilitated by a pedagogue who serves as instructional team leader	Teachers	September 2014 – June 2015	Administrative cabinet and PLC leaders
Teachers will work collaboratively with Brooklyn College professors to create a seamless 6 – 12 (and beyond) writing platform with respect to	Teachers	September 2014 –	Administrative cabinet and PLC

pertinent college ready writing norms (writing and revision process, plagiarizing, developing structured, sustained writing pieces, evidenced based writing)		June 2015	leaders
Teachers in PLC will collaborate with CUNY Achievement Coach John Herrera with discussions centered on best pedagogical practices, strategies and approaches. i.e. academic vocabulary development, how to cite evidence, Socratic seminars, question and discussion techniques	Teachers	September 2014 – June 2015	Administrative cabinet and PLC leaders
Teacher Teams will use established protocols and collaboratively designed rubrics to analyze and evaluate student work (including writing samples) through the lens of CCLS particularly the Developing and Defending Arguments strands.	Teachers	September 2014 – June 2015	Administrative cabinet and PLC leaders

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Danielson Framework Domain 4: Professional Responsibilities, Advance Observation System (MOTP)

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
MOSL Funds									

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
Achievement Coach John Herrera periodically reports back to administrative cabinet with respect to the advancement of collaborative work occurring at the ELA/Math PLC meetings. Artifacts routinely collected and analyzed by administrative cabinet. In February 2015 progress will be assessed.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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

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

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

Effective leaders create and carry out the schools overall purpose and goals, and the agreed-upon strategies to achieve these goals. At STAR, the leadership clearly articulates the vision and mission of the school to all members of the school community and motivates relevant staff to carry out stated goals and school foci. This is evidenced by a well-developed rating on Quality Review indicators 3.4 (Establishing a culture for learning) and 4.2 (Providing collaborative structures for shared leadership). The challenge for STAR is ensuring that all staff (veteran and novice) receive ongoing professional development that is needs based, job embedded, coherently focused and sustained.

### Part 2 – Annual Goal

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

By June/July 2015 90% of teachers will have demonstrated effective pedagogical practices and procedures as evidenced by achieving an effective or highly effective rating on the HEDI scale.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
A more intense formative assessment approach aligned with the CCLS will be employed, including more frequent observations of staff with immediate feedback. Summative assessments aligned with the CCLS 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	Teachers	September 2014 – June 2015	Administrative cabinet and PLC leaders
Selected teacher leads will continue to attend Professional Development meetings focused on CCLS and turnkey information to staff for implementation and pedagogical enrichment as needed. Professional development opportunities regarding the CCLS will continue to be provided both internally and externally throughout the year	Teachers	September 2014 – June 2015	Administrative cabinet and PLC leaders

Administrative Staff will attend Professional Development seminars with respect to Instructional Expectations and shifts and turnkey information to school pedagogues and support staff	Teachers		

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Advance Observation tool; PLC Meetings and Presentation, 80-Minute Block on Monday's from 2:20 p.m. – 3:40 p.m.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
MOSL, MOTP funds, Title I (SWP) ESI funds									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
School administration catalogues a data-folio of artifacts culled from weekly PLC and teacher team meetings, which may include items such as PowerPoint Presentations, minutes, agendas, sign-in sheets, needs assessment surveys and other tangible PL documents. This data is used to drive our schools instructional agenda forward.				
<b>Part 6b.</b> Complete in <b>February 2015</b> .				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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

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

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Research shows that the most consistent predictors of children’s academic achievement and social adjustment are parent expectations of the child’s academic attainment and satisfaction with their child’s education at school. Parental involvement is mandated by all schools receiving Title I funding

### Part 2 – Annual Goal

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

By June 2015, increase parent involvement in school wide activities/functions by 10% as measured by analysis of data-oriented information.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
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. In addition, parental involvement will increase through, <ul style="list-style-type: none"> <li>• ARIS, STAREC and EnGrade Pro training sessions with parents on how to track and monitor student progress and performance in all subjects</li> <li>• Workshops on Gang Violence, Teen Dating, Respect for All.</li> <li>• Open door policy promoted and encouraged.</li> </ul> Parent contact and feedback on our STAR-EC and EnGrade Pro databases used in our school.	Parents, Families and Guardians	September 2014 – June 2015	Parent Coordinator, Parent Association President
Online phone messenger system distributing pertinent information to parent via telephone or text	Parents, Families and Guardians	September 2014 – June 2015	Parent Coordinator, Parent Association President

Parent contact and feedback on our STAR-EC and EnGrade Pro databases used in our school	Parents, Families and Guardians	September 2014 – June 2015	Parent Coordinator, Parent Association President

**Part 4 – Resources Needed**

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

Resources: Parent Coordinator, Parent Association President, EnGrade Pro Online grading system, School Messenger System.

**Part 5 – Budget and Resource Alignment**

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

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

**Part 6 – Progress Monitoring**

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

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

40. Specify a timeframe for mid-point progress monitoring activities.

To ensure that there is continuous improvement and planning, school administration will engage in ongoing oversight and monitoring the minutes of all SLT and PA meetings from September to February. Furthermore, we will distribute survey’s to families polling when they are available and what related services/information they require or deem useful.

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

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	Students in Middle School who have a NYS ELA score of 2 or below. Students in High School who score less than a 65 on the first marking period report card	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
<b>Mathematics</b>	Students in Middle School who have a NYS Math score of 2 or below. Students in High School who score less than a 65 on the first marking period report card	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
<b>Science</b>	Students in Middle and High School who score below a 65 on the first marking period report card. Students who took the Living Environment / Earth Science regents and scored below a 65.	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
<b>Social Studies</b>	Students in Middle and High School who score below a 65 on the first marking period report card. Students who took the U.S./ Global regents and scored below a 65.	Lunchtime tutorials Saturday Academy Social Studies review	One to one or small group No more than 15 students per group	During the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	One to one counseling	Lunchtime tutorial	One to one	Twice a week per student as needed

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

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

<b>x</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

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.

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

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

At the beginning of the year, teacher teams analyze various data (baseline, summative, prior year regents and NYS 6-8 tests, scholarship reports) for holistic areas in need of improvement. Professional Learning is centered on these areas and shared school wide. Action plans and /or next steps are developed in order to create a cohesive corrective action plan that is adaptable and/or transferable based on the needs of the specific population(s). During the school year, Professional Learning Teams begin to analyze other (formative) data in an effort to readjust curricula and teaching to impact student learning. Teacher teams meet regularly to analyze student work, provide actionable feedback and discuss pedagogical approaches and/or share best practices.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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

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

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

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

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

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

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

8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

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

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

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

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### **STAR ECHS Parent Involvement Policy (PIP)**

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

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

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

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

To increase and improve parent involvement and school quality, the school will:

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

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

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

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their

child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>543</b>
School Name <b>STAR Early College School</b>		

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

Principal <b>Dr. Eric Blake</b>	Assistant Principal <b>Daniel Holmes</b>
Coach <b>None</b>	Coach <b>None</b>
ESL Teacher <b>N/A</b>	Guidance Counselor <b>Stacey Goulbourne</b>
Teacher/Subject Area <b>N/A</b>	Parent <b>N/A</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>Anesha Slater</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team) <b>Michelle Robles</b>	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.	<b>0</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>532</b>	Total number of ELLs	<b>0</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0													0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
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. [i](#)

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	<b>0</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	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	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	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:**

- 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.
- 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 [AMAQ tool](#))
  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](#).)
  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.

## Part IV: ELL Identification Process

- Describe how you identify English Language Learners (ELLs) in your school. Answer the following:
1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 

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. [①](#)

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
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

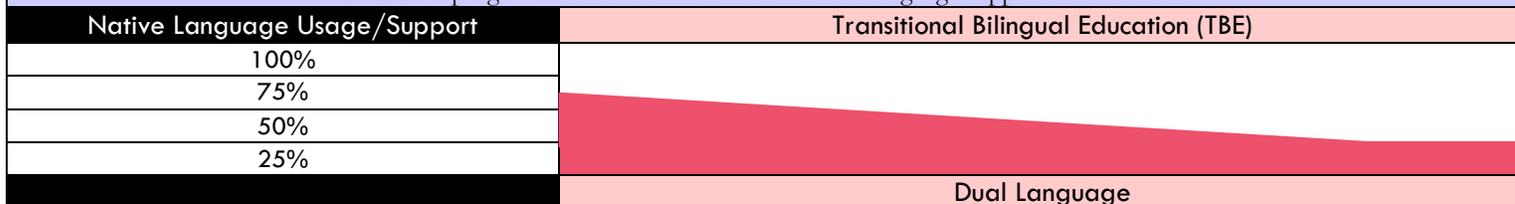
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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: <b>STAR ECHS</b>		School DBN: <b>17K543</b>	
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
N/A	Other _____		1/1/01
N/A	Other _____		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**

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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

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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.