

**COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)  
UPDATED 2014-2015**

**School Name:** STAR ACADEMY  
**DBN (i.e. 01M001):** 01M063  
**Principal:** DARLENE CAMERON  
**Principal Email:** DCAMERON2@SCHOOLS.NYC.GOV  
**Superintendent:** DANIELLA PHILLIPS  
**Network Leader:** ADA CORDOVA

## School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Darlene Cameron	*Principal or Designee	
Marie Medina	*UFT Chapter Leader or Designee	
Simona Jansons	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Christian Solano	Member/ Parent Member	
Pensri Ho	Member/ Parent Member	
Kevin Kelliher	Member/ Parent Member	
Mimi Stein	Member/ SLT Chairperson	
Tara Picarde	Member/ Teacher	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2015, 80% of students in grades K-5 will increase their reading level as measured on the Teacher's College Running Records Assessment.

### **Comprehensive Needs Assessment**

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

Based on the 2012-2013 progress report, 86.6% of students were at a level one or two. Based on the 2013-2014 progress report, 77% of students were at a level 1 or 2.

### **Instructional Strategies/Activities**

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

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

1. Classroom teachers will provide Academic Intervention Support (AIS) and Response to Intervention (RTI) as per our RTI plan for struggling students from September 2014-June 2015.
2. Classroom teachers will plan for small group work based on assessment/data (running records, Teacher's College performance tasks) for all students. Teachers will use running records to identify strengths and areas of growth from September 2014-June 2015.
3. Teachers will use common planning time to research and plan for assessments (i.e. reading a leveled text to conduct an in the book running record) from September 2014-June 2015.
4. During data meetings, teachers will analyze student work/monitor progress, plan and differentiate for small groups from September 2014-June 2015.

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

1. Classroom teachers will implement Foundations and Leveled Literacy Instruction.
2. Classroom teachers will utilize Teachers College curriculum materials to guide small group instruction
3. Teachers will work with administration during common planning to analyze student work and plan grouping
4. Classroom teachers will work with administration to recognize strengths and areas of growth based on formative assessments.

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

1. Classroom teachers will administer unit assessments within the programs every 6-8 weeks.
2. Classroom teachers in grades K-2 will administer a running record at least once a month based on student progress. Upper grades will administer running records every 6-8 weeks.
3. Classroom teachers will administer the Teachers College non-fiction/informational comprehension assessment and/or running records every six to eight weeks.
4. Progress will be determined by movement of students' reading levels and/or AIS unit tests every six to eight weeks.

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

1. September 2014 – June 2015
2. September 2014 – June 2015
3. September 2014 – June 2015
4. September 2014 – June 2015

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

1. Foundations and Leveled Literacy Programs
2. Teachers College Reading Continuum, focusing on reading comprehension and fluency.
3. Meeting with Teachers College Staff Developer or administration
4. Meeting with administration

### **Strategies to Increase Parent Involvement**

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

- Teachers will offer a checklist/guidance of what is expected at each level and recommend books at those levels.
- Encourage trips to local libraries.
- Curriculum Nights
- Tuesday Parent Involvement time
- Parent/Teacher Conferences
- Open School Days

- Encouraging parents to read nightly with students

***Budget and Resource Alignment***

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

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

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## Goal and Action Plan #2

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

### **Annual Goal #2**

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

By June 2015, the percentage of 3rd-5th graders performing at level 3 or 4 will increase by 35% as evidenced on the NYS Mathematics test.

### **Comprehensive Needs Assessment**

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

Based on 2013-2014 School Quality Guide and data gathered from the New York State math exam, 30% of students (20 students) performed at a level 3 or 4. In the 2012-2013 progress report, 13.4% of our students were performing on grade level.

### **Instructional Strategies/Activities**

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

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

1. Teachers will plan whole instruction based on summative and formative data for 3-5 grade levels.
2. Teachers will plan small group instruction based on summative and formative data for 3-5 grade levels
3. Administrators will assess Integrated Co-Teaching teams based on individual needs and provide professional development on site professional development with the Assistant Principal.

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

1. Classroom teachers will be responsible for implementing common core based skill strategies (entry points for multi-step problem solving) using percentile tasks and investigations for whole groups
2. Classroom Teachers will be responsible for differentiating instruction based on data analysis of students' work and assessments
3. Assistant Principal, Principal and Network Leader

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

1. Classroom teachers will be responsible for implementing common core based skill strategies (entry points for multi-step problem solving) using performance tasks and investigations. This will be proven effective when grades on the performance task have improved each assessment and classroom at a glance sheets to track progress, which will be administered every six to eight weeks.
2. Classroom teachers will be responsible for remediation of common core based skill strategies (entry points for multi-step problem solving) using performance tasks and investigations for small groups based on students who have not yet reached mastery.
3. Principal and Asst. Principal will use Advance and Informal observations to monitor progress and plan next steps for Professional Development

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

1. September 2014 – June 2015
2. September 2014 – June 2015
3. September 2014 – June 2015

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

1. Classroom teachers will use the resources such as Engage NY, Do the Math by Marilyn Burns and Context for Learning to plan units and lessons.
2. School schedule has been adjusted to support small group instruction in Math and Math fluency standards.
3. Professional development has been provided to teachers on an ongoing basis to support Math fluency instruction in the classroom.

### **Strategies to Increase Parental Involvement**

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

- Teachers will send performance task home to parents.
- Parents have the opportunity to review the exams with teachers during parent engagement time.
- Parents will be given multiple opportunities (parent/teacher conferences, letters sent home) to discuss their child's progress with teachers and administrators, which include parent/teacher conferences, open school days/nights and curriculum days.

### **Budget and Resource Alignment**

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

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

### Goal and Action Plan #3

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

#### Annual Goal #3

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

By June 2015, Star Academy will increase attendance at Parent/Teacher Association meetings by 20% as evidenced by the NYC School Survey.

#### Comprehensive Needs Assessment

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

On the 2013-2014 NYC School Survey, 23% of parents stated that they never attended a Parent Teacher Association Meeting, while 35% of parents stated that they have attended 1-2 meetings in the 2013-2014 school year.

#### Instructional Strategies/Activities

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

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

1. 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.
2. At the beginning of the year, we will have a parent table to complete surveys that would ask them the type of events that they would like to attend.
3. Having community based speakers at all PTA meetings to inform parents on resources within the community by adding this, parents might attend in order to learn more about community events and resources.
4. Parents will be informed via Social Media. This will remind parents who may not have received the flyer about the meeting as keynote speaker.

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

1. PTA chairperson/SLT Chairperson and Parent Coordinator
2. PTA chairperson/Parent Coordinator
3. PTA will contact the community based speakers.
4. Facebook page will be updated accordingly by PTA chairperson and/or administration.

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

1. Parent Survey
2. Parent Survey
3. Parent Sign in sheets from PTA meetings.
4. The sign in sheet for each meeting will have a section stating where the parent heard about the meeting.

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

1. September 2014 – June 2015
2. September 2014 – June 2015
3. September 2014 – June 2015
4. September 2014 – June 2015

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

1. The parent survey will be created by survey monkey and/or paper survey.
2. The parent survey will be analyzed by the PTA chairperson.
3. The survey will be used to inform PTA and SLT regarding speakers and resources needed for meetings.
4. PTA chairperson and/or administration will update facebook page accordingly.

#### Strategies to Increase Parental Involvement

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

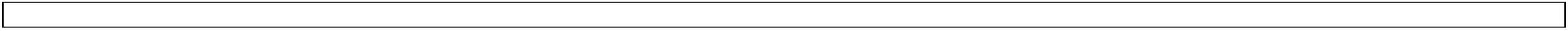
- Survey will be sent home to parents via e-mail.
- Survey completion reminder will be sent to parents.
- Added comment section on sign in sheet asking parents how they found out about the meeting.

#### Budget and Resource Alignment

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

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



## Goal and Action Plan #4

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

### **Annual Goal #4**

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

By June 2015, 80% of teachers will agree or strongly agree that Monday professional development sessions have contributed to their professional growth as evidenced by teacher survey responses.

### **Comprehensive Needs Assessment**

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

The School Leadership Team created survey showed disconnect between administration and teachers regarding use of professional development time. Out of 30 teacher survey responses to the question "The Professional Development on Mondays has supported my development as a teaching professional," 33.3% indicated a need for more classroom support based on the common core and new teaching methods.

### **Instructional Strategies/Activities**

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

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

1. Teacher meetings, Monday Professional Development Time, Curriculum Coaching, Common Planning with the Assistant Principal, Data meetings, IEP Meetings, PPT Meeting, ICT Models

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

1. All teachers and administration

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

1. Teachers will be given time to reflect on the progress between them and administration through a survey every two months via an e-mail survey. This survey will be created by the SLT members and analyzed at the next SLT meeting. Surveys will be sent out at the staff conferences in January, March and May. Questions will be taken from the learning environment survey as well as previous surveys.

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

1. September 2014 – June 2015

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

1. Providing more concrete resources for teachers aligned to the Common Core:
- Learning Environment Surveys and newly generated Surveys
  - New York City Common Core Standards/Scope and Sequence
  - Teachers College Staff Developers
  - Administration/Teachers/SLT/PTA Members
  - School wide PD on research and development of a common core mastery checklist across all classrooms and grade levels.

### **Strategies to Increase Parental Involvement**

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

Parents will be coming in for read alouds, Career Day – PTA will coordinate

### **Budget and Resource Alignment**

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

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

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## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Wilson, Reading Recovery, Reading Rescue, Fountas and Pinnell Leveled Literacy Instruction, Shared Reading, Repeated Readings, Interactive Writing	Small group, One on One conferencing, Guided Reading, strategy groups	School Day – Wilson, Reading Recovery, Shared Reading, Repeated Reading, Interactive Writing.
<b>Mathematics</b>	Concrete, Pictorial, Verbal, Abstract (CPVA), UBD unit plans based on the CCLS.	Small group, one-on-one conferencing, Math Stations	School Day-CPVA
<b>Science</b>	Shared Reading, Repeated Readings, Interactive Writing, experiments, FOSS kits, UBD unit plans based on the CCLS, NYC Scope and Sequence.	small group, one-on-one conferring, remedial quizzes/tests	School Day –Repeated Reading, Shared Reading, Interactive Writing, FOSS Kits, Unit Plans
<b>Social Studies</b>	Shared Reading, Repeated Readings, Interactive Writing, UBD unit plans based on the CCLS, NYC Scope and Sequence.	small group, one-on-one conferring, remedial quizzes/tests	School Day – Shared Reading, Repeated Readings, Interactive Writings, UBD Unit Plans, Scope and Sequence.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Social skills building, relational aggression, cooperative play, verbalization of feelings, self-regulation of feelings of frustration/rage, depression	Small Group, one on one	School Day – Social Skills building, relational aggression, cooperative play, verbalization of feelings, self-regulation

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>- Teacher mentoring program.</li> <li>- New teacher center mentor.</li> <li>- On Chancellor's Conference Days, PD Half Days, and Inquiry Extended Day sessions, professional development sessions will be held to help teachers deeply understand the requirements of being a highly effective teacher.</li> <li>- Professional development provided by Teachers College reading and writing program.</li> <li>- CFN Network professional development</li> <li>- Goldmansour and Rutherford professional development</li> <li>- ICT professional development through Administrators and outside resources.</li> <li>- Administrators assist teachers with on-going data assessments via data meetings.</li> <li>- Teacher teams will participate in Common Planning Periods weekly with support of Administrators</li> <li>- Teacher teams will examine student work for the 2014-2015 school year to understand gaps in student knowledge or skill and inform the revision of their instructional units</li> <li>- Teacher teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards, as well as, analysis of student data</li> <li>- Teachers will collaboratively assess the quality of student work that comes out of the implementation of units, and develop a cycle of analyzing student work, and adjusting instruction to ensure consistent student progress.</li> </ul>

**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 Half Days <ul style="list-style-type: none"> <li>- Election Day Professional Development</li> <li>- Inquiry Meetings</li> <li>- Common Planning with Assistant Principal</li> <li>- Grade Level Meetings</li> <li>- PPT Meetings</li> <li>- IEP Meetings</li> </ul>

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Coordination and integration of Federal, State and local funds will allow us to provide: <ul style="list-style-type: none"> <li>• Per Diem for teachers to plan curriculum units.</li> <li>• AIS/Reading Recovery/ESL push-in/pull-out for all students based on individual needs and strengths</li> <li>• Direct instruction (small/whole group)-Teachers and support staff salary</li> <li>• Funds are used to purchase Professional/Instructional materials and Professional Development services.</li> </ul>

**SWP Schools Only**

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

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

**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
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measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**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 Star Academy. Therefore, Star Academy, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between Star Academy and the families. Star Academy'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 Star Academy school community. Star Academy will support parents and families of Title I students by:

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

Star Academy'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 Star Academy 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 Star Academy. 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, Star Academy will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the Star Academy 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 Star Academy 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;

Star Academy will further encourage school-level parental involvement by:

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

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

**DBN: 01M063**

**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 (SCEP) 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.	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

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$84,300.48	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$38,613.00	X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,376,813.00	X	See action plan

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

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

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

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

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

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

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

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, 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.

**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>01</b>	Borough <b>Manhattan</b>	School Number <b>063</b>
School Name <b>The STAR Academy</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>Darlene Cameron</b>	Assistant Principal <b>Jodi Friedman</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Martin Perl</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Melissa Stein 1st GrSpl Ed ICT</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Alice Saavedra</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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>1</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>0</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>161</b>	Total number of ELLs	<b>8</b>	ELLs as share of total student population (%)	<b>4.97%</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	0	0	0	0								0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In	2	2	1	0	2	1								8
SELECT ONE														0
<b>Total</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>8</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	2	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	6	0		2	0					8

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>	6	0	0	2	0	0	0	0	0	8
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**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
SELECT ONE														0
SELECT ONE														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					1	1								2
Chinese			1		1									2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	2												4
<b>TOTAL</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>8</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)	1				1									2
Intermediate(I)			1											1
Advanced (A)	1	2			1	1								5
Total	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>8</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		1											
	A	2												
	P	2		1	1	1								
READING/ WRITING	B													
	I		1											
	A	2			1	1								
	P	2		1										

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4		1			1
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	1								1
4			1						1
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					1				1
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.  
 The TCRWP is used in grades Kindergarten- 5<sup>th</sup> as one of the assessment tools in the school to assess early literacy skills. Data analysis reveals that beginning students might require assistance in letter-sound identification. Further review of the data also reveals that after some time, students acquire basic literary understanding, as they can better identify concepts of print. It further

indicates that ELLs will require additional support in phonics and phonemic awareness. The schools' instructional plan will meet these needs by providing intervention using Wilson, and Foundations in the lower grades, along with support in the classroom provided by the ESL teacher. In Kindergarten, quantitative data does not show a significant discrepancy in letter sounds between ELLs and non-ELLs. First grade English language learners can also benefit from Reading Recovery instructional services. Rubrics used for scoring ELA MOSL assessments also provide additional data regarding ELLs, and their language acquisition strengths and weaknesses.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
ELLs have been making significant progress in moving up between the levels of English language proficiency. Three students achieved a score of proficient on the spring 2013 NYSESLAT, and tested out from ESL services. All of the other students tested in the four modalities of Listening, Reading, Writing, and Speaking on the spring NYSESLAT 2013 moved up by at least one level of improvement.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Since reading and writing scores are typically lower than listening and speaking skills, instruction is more focused around reading and writing. AMAO reveals that students have been making significant growth over the past several years of NYSESLAT administration.

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?

ELLs at the school are not offered exams in their native languages, besides translations of the NY State tests in Math, Grade 3-5 and Grade 4 Science, when available. The school did not use ELL Periodic Assessments this past school year. We do not use native instruction in the school.

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](#).)

Classroom assessment data is used to guide instruction for ELLs within the RTI framework. Students who are flagged as at risk are given targeted instruction in their areas of need. Whole group, (tier 1) small group (tier 2), and individualized (tier 3) instruction is utilized. Their progress is monitored by the ESL teacher, classroom teacher, and PPT Team. These students receive one-to one tutoring by Learning Leaders volunteers, as well as attending Extended Day instruction.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
The ESL teacher works closely with classroom teachers to ensure the child's second language development is considered in instructional decisions. Students' proficiency levels and stages of second language acquisition are considered. Students in Stage 1 the lowest stage, are in (the pre-production) silent stage of language learning. They may not speak, so there is opportunity for them to gesture and point in the classroom. Students in Stage 2 are in the early production of language acquisition. They are able to understand and use many words, but may only speak in one to two word phrases. They are given opportunities to demonstrate their understanding and comprehension by answering yes-no, and who, where, and what questions. Students in Stage 3 are beginning to speak. They can use dialogue and ask simple questions. They often have grammatical errors that may impede communication. Stage 4 students have been learning for over a year and can make more complex statements and state their opinions. They are considered intermediate. Students in Stage 5 have advanced language proficiency and may stage in this stage for years. They are not yet proficient, but are able to fully participate in classroom activities (if given some extra support when necessary) and their grammar is comparative to that of same-age native speakers. They have developed some specialized content-area vocabulary.
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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our programs by results of NYSESLAT, the New York State Tests in English Language Arts, Math and Grade 4 Science, and the assessments we use for all students (TCRWP, MOSL Baseline Assessments, Periodic Assessments) Additionally, we measure student success by informal assessments, observing students in their classrooms, and their basic interpersonal communication skills, and adaption in the classroom. We have the same high expectations of our ELLs as the rest of our student population. We use data gathered from assessments to measure the growth of our students, and then use this data to make informed decisions regarding our instruction.

## 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](#).)

The STAR Academy, PS 63 is located at 121 East 3rd Street, New York, NY, between First Avenue and Avenue A in the heart of New York City's East Village. There are approximately 179 students in grades Pre-Kindergarten through Grade 5. The school receives Title I funding and has a universal free lunch program. There are General Education, as well as Integrated Co-Teaching (ICT) classes in the school in grades Kindergarten, 1st, 2nd, 3rd, 4th and 5th. There is also one self-contained special education class for Grades 4 and 5. The four storey red brick school building has been at this location for over a century. This very historic neighborhood continues to be a destination of immigrants from around the world. Students come from very diverse cultural backgrounds. There are students from Bangladesh, China, Kosovo, and Ukraine. Many students are from first and second generation families that live in the neighborhood, that come from Puerto Rico, the Dominican Republic and various Spanish speaking countries. There are presently eight English language learners who receive ESL instructional services by one New York State permanently certified ESL teacher. This teacher holds a Masters Degree in Education (TESOL). The New York State ESL teaching certification is kept on file in the school office. The English language learner population has been in recent years, and continues to be approximately 4.97% of the school population. The Language Allocation Policy (LAP) team consists of the school principal, Ms. Darlene Cameron, Ms. Jodi Friedman, Assistant Principal, Ms. Alice Saavedra, the Parent Coordinator, Ms. Melissa Stein, 1st Grade, Special Education ICT classroom teacher, and School Leadership Team (SLT) Chairperson, and Mr. Martin Perl, ESL Teacher.

Parent Program Choice: The following structures are in place at PS 63 to ensure that the parents of English language learners are aware of the program choices available to them. Prior to enrollment, during tours of the school led by the Parent Coordinator, parents are given information about the ESL program. At the time of student registration, parents are also informed about the ESL program at the school. At the time of registration, the ESL Teacher, Parent Coordinator, and Pupil Personnel Secretary conduct informal interviews with the parent or guardian. After the parent/guardian fills out the Home Language Identification Survey (HLIS), and newly admitted students have been administered the LAB-R when necessary, parents of English language learners are invited to Parent Orientations. Meetings are scheduled in the mornings, and the afternoons to meet the needs of parent schedules. At the time of the orientation, parents are handed literature, and given the opportunity to view the New York City Department of Education CD of the program options available to English language learners in the New York City Public School System. If a parent cannot attend an orientation, the ESL teacher will schedule a one to one meeting with the parent. At these meetings, parents are encouraged to learn how they can be involved in the education of their child. The ESL teacher keeps a file of all the signed Parent Program Selection forms. Outreach to parents of English language learners is another critical component of a successful ESL program. All effort is given to make sure that New York City Department of Education materials are given in the home language of the parents, such as Home Language Surveys, Entitlement letters, ESL program literature, Program Selection forms, Report Cards, etc. Furthermore, when a new student arrives in the middle of the school year, which is not an unusual occurrence, the same structure is in place as in the beginning of the school year. Review of the HLIS and any prior test history in ATS, administration of the LAB-R, and Spanish Lab if necessary, meeting with the parents, and discussion of parent choices, and return of the parent program selection form. Parents of English language learners at PS 63 choose the ESL program exclusively. According to the Parent Program Selection forms collected over the past several years, this has been an exclusive choice. The ESL program at PS 63 is aligned with what parents have been requesting.
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.

2. After the administration of the LAB-R, letters are sent home to inform parents of the students' level of English. Attached to the letters of entitlement is the announcement in the parents' preferred language of a parent orientation. An orientation is held in September for parents of newly enrolled ELLs, or within the first 10 days of registration of students who enter school at a point other than the first day of the school year. They are given the opportunity to meet with the ESL teacher and discuss their options. When possible, the parents/guardians receive New York City Department of Education information pamphlets in their native

language, and view an informational DVD, provided by the Department of Education, which is also in their native language. In the event that the home language is unavailable on the DVD, the DOE Translation services are utilized. The parents are able to ask any questions they may have to be sure they are making an informed decision as to the language program they are about to select. This process is repeated throughout the year, based on enrollment of new students and HLIS information.

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 [\[see tool kit\]](#).)

Entitlement Letters are sent home at the time of the administration of the LAB-R and Program Selection forms are turned in to the ESL teacher at the conclusion of the Parent Orientation, or One-to-One Meeting. This way, parents are able to ask questions and make an informed decision with the assistance of the ESL teacher and the parent coordinator. Additionally, it ensures that all of the forms are completed and returned.

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.  
The ESL teacher administers the LAB-R, and NYSESLAT to all eligible students. Various ATS reports are utilized by, such as the RLAT, RLER, RDGS to ensure all students are receiving appropriate ESL services. Students receive ESL services based on their current grade levels, and their scores on the LAB-R and NYSESLAT. Each student's individual schedule is dependent upon his or her classroom schedule, and the number of minutes of ESL he or she is entitled to. Parents are informed of their child's ESL services via the Placement Letter and Parent Orientation, and One-to-One meetings.

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.

The NYSESLAT is administered to all ELLs. The ESL teachers utilizes various ATS reports such as the RLAT, RLER during the administration period of the NYSESLAT to ensure all students whom are eligible are tested. The ESL teacher then returns the answer documents to the BAID in a timely manner.

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. [i](#)

Based on parent survey letters, all of the parents want their children to be enrolled in Freestanding English as a Second Language classes, where the students will be immersed in a student population where English is the dominant language. There have been no other requests by parents for another program.

## 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])?

Since there is at present, a relatively small ELL student population attending PS 63, students benefit from small group instruction. We primarily use a push-in ESL program model. The amount of mandated daily instruction is based on Beginner (360 minutes per week), Intermediate (360 minutes per week), and Advanced (180 minutes per week). Students are grouped by grade levels and proficiency. ELL students are challenged to meet or exceed the performance standards with content area project themed units. The ESL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonemic awareness, Math, Social Studies, and Science. Applied Whole Language and research proven methodologies. CALLA (Cognitive Academic Language Learning Approach) and TPR (Total Physical Response) are implemented. These are known to promote language development and second language acquisition. CALLA developed by Anna Uhl Chamot and J. Michael O'Malley, is an instructional model for second language learners based on cognitive theory and research. CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks. The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school. TPR is an ESL methodology developed by James Asher, it is very valuable with absolute beginners. In this methodology, the teacher says a single action word or phrase and then demonstrates the action. ELL students are encouraged to build critical thinking skills, be responsible for accountable talk, and scaffold to higher levels. Students improve their skills in Listening, Speaking, Reading and Writing English. The NYSESLAT introduced by New York State in spring 2003 is used as an exit exam for English language learners. Students who pass the NYSESLAT and test out as Proficient, are still entitled to transitional services. After consultation with grade classroom teachers, it is determined whether these students could benefit from additional time in the ESL program. Technology is an important component of the ESL classroom. Computers are used for Internet research. Tape recorders and CDs are also important academic tools for ELLs. There is an in-class library in the ESL classroom. It is filled with a diverse selection of books and books with CDs and cassettes on all reading levels. In addition, there is a wonderful new state of the art school library. Our school library was featured in a Wall Street Journal article. Classroom teachers and the ESL teacher meet to apprise on another regarding the specific needs and progress of each English language learner. Special effort is made to follow the guidelines of No Child Left Behind (NCLB). Since all students, including English language learners must take New York State content tests such as Math, and Science, special consideration is given to them in terms of extra time (time and a half) as well as separate location. When possible, a foreign language version is provided for New York State Math and Science tests. Translators have been used in previous years for languages that do not have translated versions. The data patterns from the results of the LAB-R and NYSESLAT reveal that there are students at different levels of proficiency within the school. Typically, student scores on the NYSESLAT in the Listening and Speaking sections are higher, than the Reading and Writing modules. With very few exceptions, English language learners on all proficiency levels are scoring slightly higher in Reading than in Writing. ELL students receive tailored support in reading and writing. This allows for scaffolding and academic progress. Additionally, instruction in the grade level classroom is differentiated based on the needs of the ELL students. Classroom teachers are provided with support from other school specialists, such as the ELA and Math Inquiry teams, and the Speech therapist to ensure all students' needs are met. Moreover, ELL students, along with all students in the school, grades Kindergarten-Fifth, are administered the Teachers College Reading and Writing Assessments. This assessment data is input into the TCRWP AssessmentPro web site. In past years, students in Grades 3-5 have taken the Acuity Assessments in ELA and Math. The Beginning Level ELL students can generally benefit from phonemic awareness and blending activities. In past years, the ELL Interim Assessments were administered twice a year to students in grades 3-5. These assessments, as well as other test results helped determine which areas were in need of improvement. The results of all these assessments are found in ARIS. Native language is used in the following ways: There are several Spanish language books, bilingual Spanish-English books and dictionaries in Spanish in the ESL classroom and school library. Students also utilize an extensive photo library, as well as bilingual picture dictionaries in Chinese and Spanish. At present, there are no English language learners classified as SIFE. Accommodations would be made for any newly admitted SIFE student or long-term English language learner. The LAP team, and PPT team would meet to discuss the particular needs of such a student. For SIFE students, questions would be raised as to the exact number of years that the student did not attend school and for what reasons. After assessing to the situation, in addition to the required ESL services, the LAP team would determine and

recommend other services that would benefit the student. There are at present, no long-term English language learners attending the school. The school did not have to request a CR Part 154 Extension of Services request. Moreover, if such a student should transfer to this school, all effort would be made to check ATS test records, attendance, admittance and discharge history, conferences with the student and the parents to ascertain the reasons for being a long term English language learner. Perhaps there might be other factors, other than second language acquisition that is interfering with his or her learning.

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)?

The ESL teacher uses the LAB-R or NYSESLAT proficiency levels to determine the number of instructional minutes mandated per student. All minutes are delivered in using the Freestanding English as a Second Language model, where the ESL teacher generally pushes in to the students' classroom. On a case by case basis, some ELLs might get pull-out ESL instructional services. A schedule is constructed with the input of the ESL teacher, and classroom teachers to ensure that the CR Part 154 instructional minutes are met and are effective. Beginners and intermediate ELLs receive 360 minutes per week and advanced students receive 180 minutes weekly as per the CR-Part 154 mandate. Advanced ELLs are mandated to receive 180 minutes of ESL and 180 of ELA.

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.

The Reading Workshop, Writing Workshop, Mathematics, Social Studies, and Science are all delivered in English by the ESL teacher. In order to ensure understanding and achievement by the ELLs, the ESL teacher utilizes scaffolds to facilitate student understanding of content area vocabulary and concepts. All instruction is taught in English, with the aid of bilingual glossaries (when they are necessary). The ESL teacher collaborates with classroom teachers to provide appropriate ESL instruction.

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

As in past years, ELLs who are native speakers of Spanish are administered the LAB-R in Spanish. This affords the opportunity to evaluate the students in their native language based on their reading and oral skills. The New York City Department of Education does not provide this assessment in other languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Periodic Assessments are utilized, as well as the TCRWP running records. These particular assessments measure reading, listening, and speaking modalities. Writing is assessed by teachers using rubrics to grade writing assignments. Additionally, students are assessed in all four modalities formally and informally throughout the school year. The classroom teachers and ESL teacher review and analyze student data, and keep one another apprised of any issues.
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).

SIFE students are provided with additional support based on the individual needs of the student. We have several Learning Leaders tutors that work one-to-one with students. In addition, we also have the help of the New York University students who take part in the America Reads program. Additionally, the school has an on-site social worker from Hudson Guild. The social worker is available for SIFE students to receive counseling if needed. ELLs in the US for less than three years receive the same Reading Workshop, Writing Workshop, and testing preparation as main streamed students in their grade because they are required to take the math and science tests. Additionally, NCLB requires that students take the ELA test once they have been in the country for a year. The newcomers are constantly observed and conference notes are kept on each individual student and reviewed by the ESL teacher and the classroom teacher. Most of the the new ELL students qualify for and are included in the extended day. When students are receiving ELL services for 4 to 6 years, extensive academic intervention is provided in vocabulary. Our extended day program also addresses academic intervention for these students. The ESL teacher continues to provide a structured program in vocabulary instruction. Although we have no Long-Term ELLs (in NYC schools for six years or more, in the past, services provided to long-term ELLs fall into a similar category as Services provided for Students with Interrupted Formal Education. The promotion standards apply to English language learners (ELLs) who have been in an English language school system for three or more years unless they have an approved extension of services for year four or five. We provide additional support based on the needs of the student. For example, we have an extended day program; seek individual tutors and peer-tutors to help with the long-term ELLs. These students are also part of the academic intervention programs for identified at risk students. Former ELLs receive testing modifications for two years after English proficiency.

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 ESL Teacher, classroom teachers, as well as members of the PPT team meet to discuss the unique needs of ELLs, who also might have special academic/emotional disabilities that might impact their English language acquisition. Accordingly, service providers such as the Speech teacher, Occupational Therapists, Social Worker give their expert knowledge as how to best provide individually tailored lessons for these students.

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?

Based on students' IEP, all instruction is tailored to meet the needs of our diverse students. At the present time there are no ELL students with IEPs.

### 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:			
Social Studies:			
Math:			
Science:			

### 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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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.



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.
- The school offers a diverse range of intervention services. The PPT meets weekly to discuss the academic and emotional support that some students, including ELLs might require. Students receive academic intervention services in the extended day, as well as during the school day. Students also benefit from our on-site Speech Therapist, Occupational Therapist, and Physical Therapist. The school also has bilingual Parent Coordinator, and Social Worker. We also have an on-site Family Support Services Social Worker due to our relationship with the Hudson Guild. There is an in-class library in the ESL classroom. It is filled with a diverse selection of books and books with cassettes on all reading levels. Classroom teachers and the ESL teacher meet to apprise on another regarding the specific needs and progress of each English language learner. Once an ELL student has tested out of the NYSESLAT as proficient, the classroom teacher and ESL teacher will discuss the best transition for the student. Former ELL students are entitled to the same test accommodations up to years after receiving a proficient score.
- These specific test accommodations for ELLs include separate location, time and a half, as well as the use of glossaries.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ESL teacher works closely with the classroom teachers to plan appropriate scaffolding for the ELL population. The effectiveness is reflected in the gains made in a multitude of assessments and tests administered to these students.
11. What new programs or improvements will be considered for the upcoming school year?
- Having more workshops for parents of ELLs and former ELLs, that will provide strategies to best help their children with their homework, and their adaption to the American school system.
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.
- ELLs are given the same access to all school programs. We are dedicated to providing an education that is rich, rigorous, and well rounded. Our students come from vastly diverse cultural backgrounds. Besides academics, ELL students are included in all enrichment activities. All students, including ELLs, participate in a Dance Program (Notes in Motion) in addition to Music, Art, Physical Education classes. Students also go on field trips to museums, attend plays, and dance performances. The fifth grade students visit New York University in the fall, and also travel to visit Philadelphia, PA on an annual overnight bus trip in the spring. They also take part in a several week long photo course. ELL students are given all supports necessary for them to participate in all activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The ESL classroom has many leveled books, books on CDs, a Photo Library, Glossaries, Picture Dictionaries, as well as many other useful materials to help and engage ELLs. All students, including ELLs are given vacation and summer packets by their classroom teachers. Students have access to technology in the school. There are computers, and Smart Boards in the classrooms, the School Library, and in the School Computer Lab.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- N/A
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- There are two groups, K-2 and 3-5. All beginners and intermediates receive 360 minutes per week, and all advanced students have 180 minutes total as per mandates
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.
- New ELL students receive additional support during extended day, as well as the support of one-to-one tutoring by Learning Leaders volunteers. There are also NYU America Reads students that provide assistance for new arrivals during the school year.
18. What language electives are offered to ELLs?
- N/A
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.

The entire school faculty, including the ESL teacher continue to attend New York City Department of Education staff development and other off-site trainings throughout the school year. The ESL teacher has also attended professional development workshops offered by organizations such as NYTESOL and TESOL, as well as workshops offered by the Childrens First Network (CFN), Teachers College, and BETAC. The ESL teacher recently attended a two day Literacy for All Conference in Providence, RI on November 4th and 5th. Classroom teachers also receive information regarding ESL professional development opportunities from the New York City Department of Education, the UFT, BETAC, and other outside organizations. Links to common core learning standards are provided by the school for all teachers to access and review. The ESL teacher is responsible to review the CCLS, and how to best provide to support ELLs. The entire staff attends monthly half-day Professional Development training and workshops on Friday afternoons.

The guidance counselor carefully reviews the middle school application process, and meets with the 5th grade teachers, and parents to ensure that they are aware of potential transition issues, and which middle schools will provide the best opportunities for our ELL students. Additionally, the parent coordinator is available to assist the parents of ELLs in this process. The school administration is mindful that all teachers incorporate second language learning strategies, and techniques in their classrooms. Teachers continuously review student data to highlight areas where ELL students are underperforming as a subgroup and explore ways for improvement of their ELL students.

#### **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?

PS 63 has an active PTA and School Leadership Team. Parents of ELLs and former ELLs are well integrated and are represented in all school activities and functions. For several years, PS 63 provided free English lessons for parents of our ELL students.

Parents of English language learners have the opportunity to attend various educational workshops held throughout the school year, which include local agencies and organizations that can provide assistance to new immigrant families. PS 63 translates all notices to inform parents of various workshops and meetings. PTA meetings and workshops are also orally translated for parents.

The Parent Coordinator is bilingual in English and Spanish, and is in constant contact with all parents, including parents of ELLs. The school is partnered with the following agencies: Ryan-NENA Community Health Center, University Settlement, New York City Public Library, Second Avenue Branch, Learning Leaders Volunteers, and the GO Project. Lastly, the school has a partnership with the Hudson Guild, and we have an on-site Family Support Services social worker to assist our students and their families.

#### **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.

N/A

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **01M063** School Name: **The STAR Academy**

Cluster: \_\_\_\_\_ Network: **206**

**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.

We use the Pre-Kindergarten Language Survey, and Home Language Survey (HLIS) to ascertain in which language to send information home. Parents indicate at the bottom of the page 2, in part 3 Parent Information what language they want to receive written and oral communication.

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.

The major findings indicate that almost all parents/guardians prefer communication in English. The findings are both recorded on the HLIS and in ATS. A few parents/guardians preferred communication in Spanish. This information is provided to all concerned parties. School Messenger messages are provided in English, as well as Spanish.

## 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.

Any documents to be translated into Spanish are done so by school personnel. Any forms that are from the DOE website are offered in several languages through the New York City Department of Education Office of English Language Learners.

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.

Any oral interpretation needed in Spanish or Chinese is done so by school faculty members. Any other oral language is translated using the free over the phone translation service at 718-752-7373.

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>.

Chancellor's Regulation A-663 requires that the DOE provide interpretation service to the maximum extent practicable to communicate with the DOE with parents about their child's education. We will do this by respecting the parents' preferred languages and then having translations printed or translators to speak orally with parents, as necessary. We will use bilingual staff members and/or free translation services to adhere to translation needs. If these services are unavailable, we will reach out to the community, volunteer translators, or use a paid translator.