

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**17K543**

**School Name:**

**SCIENCE, TECHNOLOGY AND RESEARCH EARLY COLLEGE HIGH SCHOOL AT  
ERASMUS**

**Principal:**

**DR. ERIC L. BLAKE**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

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

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: Science, Technology & Research School @ Erasmus School Number (DBN): 17K543  
Grades Served: 6-12  
School Address: 911 Flatbush Avenue, Brooklyn, NY 11226  
Phone Number: 718-564-2540 Fax: 718-564-2541  
School Contact Person: Eric Blake Email Address: Eblake@shools.nyc.gov  
Principal: Dr. Eric Blake  
UFT Chapter Leader: Floyd Griffith  
Parents' Association President: Karen Gage Reid  
SLT Chairperson: Timothy Gramling  
Title I Parent Representative (or Parent Advisory Council Chairperson): \_\_\_\_\_  
Student Representative(s): Shareese Worrell  
Thea Newton

**District Information**

District: 17 Superintendent: Fred Walsh  
Superintendent's Office Address: \_\_\_\_\_  
Superintendent's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Affinity CUNY Director: Alan Dichter  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

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

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

**Directions:**

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

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

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

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

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Science, Technology and Research Early College School is a high school with 514 students from 6 through grade 12. The school population comprises 90% Black, 7% Hispanic, 1% White, and 2% Asian students. The student body includes 0% English language learners and 2% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The year to date average attendance rate for the school year 2014-2015 is 96.1%.

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

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

### **Strengths :**

1. **Student Progress** : According to our High School Quality Snapshot (HSQS) FY2013-14, ninety-two percent [92%] of our students earned enough credits in 9<sup>th</sup> grade to be on track for high school graduation.

2. **Student Achievement** : According to our HSQS FY 2013-14, ninety-five percent [95%] of our students graduate in four years and ninety-nine percent [99%] graduate in six years.

♣ K543 STAR helps students improve from their incoming proficiency levels and pass regents exams across grades and subjects.

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

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

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

4. **College & Career Readiness** : According to our HSQS FY 2013-14, ninety-four percent [ 94%] of students successfully completed approved college preparatory courses and assessments.

**Challenges:**

5. **Student Progress** : According to our Middle School Quality Snapshot (MSQS) FY2013-14, forty-three percent [43%] of our students met State standards on the State English test; the average score at this school was 2.9 out of 4.5; and, thirty-five percent [35%] met State standards on the State math test; the average score at this school was 2.8 out of 4.5

♣ Although STAR helped students improve from their incoming proficiency levels and pass regents exams we need to focus on improving the percentage of students who are passing several regents exams, which are listed in the chart below.

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

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

## 17K543 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	516	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				5
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	15	# Drama
# Foreign Language	20	# Dance	N/A	# CTE
				4
School Composition (2013-14)				
% Title I Population	68.5%	% Attendance Rate		95.8%
% Free Lunch	69.9%	% Reduced Lunch		11.5%
% Limited English Proficient	N/A	% Students with Disabilities		3.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.3%	% Black or African American		87.0%
% Hispanic or Latino	7.0%	% Asian or Native Hawaiian/Pacific Islander		2.6%
% White	0.6%	% Multi-Racial		1.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.3	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		11.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		3.95
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	42.6%	Mathematics Performance at levels 3 & 4		35.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		56.1%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	71.7%	Mathematics Performance at levels 3 & 4		69.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	92.0%	% of 2nd year students who earned 10+ credits		89.9%
% of 3rd year students who earned 10+ credits	85.7%	4 Year Graduation Rate		95.3%
6 Year Graduation Rate	98.6%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

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

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

**Part 1 – Needs Assessment**

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

According to our Middle School Quality Snapshot (MSQS) FY2013-14, forty-three percent [43%] of our students met State standards on the State English test; the average score at this school was 2.9 out of 4.5; and, thirty-five percent [35%] met State standards on the State math test; the average score at this school was 2.8 out of 4.5. The goal is to use progressive implementation of CCLS, coupled with our school wide foci (Efficacy and Developing and Defending Arguments) to improve student progress . Early indication of positive indicators is evident in the recently released (June 2015) cut scores where just five (out of 165) students did not meet performance standards in ELA and/or Math .

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Through direct, purposeful, and progressive implementation of Common Core Learning Standards in the curriculum, 100% of STAR students (By June 2016) in all classes would have had a deep awareness and exposure to Common Core Learning Standards and appropriate level work and activities. All students will demonstrate performance which reflects Depth of Knowledge Levels. This work which was begun in 2014-2015 will continue to be embedded in practice and pedagogy .

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>The Danielson Framework for Professional Practice is the research based framework that is incorporated into our school community to support teacher practice and student</p>	<p>Teachers (directly)</p>	<p>September 2015 until June 2016</p>	<p>Administrative cabinet members, Teacher led PLC’s</p>

achievement. The Danielson Framework for Teaching and the CCLS instructional shifts are incorporated into teacher practice through professional learning communities, professional development opportunities and the observation process to provide meaningful and actionable feedback to improve teaching practice and student learning .	Students (indirectly)		
Differentiation by content, process and/or feedback in every classroom. Lesson plans that address how at-risk students (SWD, Lowest third) will be addressed. All Middle School MOSL population decisions will default to students in the lowest third (teacher accountability). Teacher led PLC's will specifically address strategies and pedagogical practices aimed at meeting students at various entry points.	Students	September 2015 until June 2016	Administrative cabinet members, Teacher led PLC's
A more intense formative assessment approach aligned with the CCLS will be employed, including more frequent observations of staff with immediate feedback. Summative assessments aligned with the CCLS will be administered every six weeks across all grade levels and content areas. Also, the sharing and discussion of assessment information with students will provide a balanced approach in identifying the strengths, weaknesses, and next steps for both teachers and students.	Teachers and students	September 2015 until June 2016	Administrative cabinet members, Teacher led PLC's
Selected teacher leads will continue to attend Professional Development meetings focused on CCLS and turnkey information to staff for implementation and pedagogical enrichment as needed. Professional development opportunities regarding the CCLS will continue to be provided both internally and externally throughout the year. Professional staff from CUNY, our partner support organization will continue to provide professional development on topic as varied as: Instructional Support Services and Danielson Framework; Living in the Highly Effective Realm and Data to Drive Instruction.	Teachers and students	September 2015 until June 2016	Administrative cabinet members, Teacher led PLC's

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
ADVANCE evaluation system, Per Session funding for professional development; Scholarship reports											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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Through the ongoing observation process, administrators at STAR will continually monitor for differentiation and classroom question and discussion techniques. On February 1, 2016 a medial assessment will be conducted by STAR administrative cabinet. Cabinet will revisit goal and examine data to determine progress toward stated goals and next steps. Data will include but not be limited to, scholarship reports, formative assessments, school level MOTP Summary Reports and MOTP score tracker .

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

At STAR Early College School our theory of action is based on the Efficacy paradigm. The idea that with effort and perseverance, all students can operate at intellectually high levels. This means it is the primary work of caring adults - in schools, families, and community institutions - to *develop* the intellectual capacity of every child. This idea is the underlying philosophy for all programs, initiatives and partnerships at STAR. Various members of the school community received Efficacy training with the Jeff Howard Institute. The information was shared with the entire staff. Although most staff has received efficacy training, the challenge for STAR is to reiterate, retrain and reinforce the efficacy focus so that all invested parties believe, understand and implement strategies in line with the focus (Cultural Relevant Education, High Expectations). In the 2015 -2016 school year, STAR will continue to implement programs, policies and procedures in line with the supportive environment vision.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will demonstrate increased performance in academic rigor and pedagogy as measured by observation reports and snapshots centered on the Danielson Framework (rubrics) for teacher effectiveness and the overarching idea of Efficacy being the linchpin for supportive student environment. Teacher improvement will partially be based on student achievement and student engagement (3c); creating an environment of respect and rapport (2a) and managing student behavior (expectations) (2d)

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Grade and subject level teacher teams have been structured in the day for teachers to meet and engage in professional collaborative inquiry and create common assessments (across grades and disciplines) aligned to CCLS. Assessments will be every six weeks.</p> <p>1. English teachers in targeted grades will collaborate with ongoing yearlong professional development from Teachers and Writers Collaborative, a consultancy group, supporting CCSS aligned sustained, meaningful writing.</p> <p>1. Teachers will continue to benefit from ongoing and targeted professional development both internally and externally provided.</p> <p>School will use data from state, baseline and benchmark assessments to compile a school wide list of students in the “bottom third” to be targeted for AIS. (Saturday Academy, Before and After school tutorials, one on one tutorials)</p>	<p>Teachers</p>	<p>September 2015 until June 2016</p>	<p>Administrative cabinet and PLC’s</p>
<p>Interim assessments/progress reports to parents on student’s performance detailing</p>	<p>Teachers</p>	<p>September 2015 until June 2016</p>	<p>Administrative cabinet and PLC’s</p>
<p>Continued teacher training in the realms of Culturally Relevant Education and Efficacy</p>	<p>Teachers</p>	<p>September 2015 until June 2016</p>	<p>Administrative Cabinet and PLC’s</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Scholarship data, Interim assessment data, parent survey’s, flexible scheduling to allow for collaboration among staff</p>

<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>In February 2016, administrative cabinet will meet with PLC leaders to discuss implementation of programs, challenges, next steps. Administrative staff will also utilize the various teacher reports (MOTP Score Tracker) found on Advance to determine progress toward goal of increased performance.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

### Part 1 – Needs Assessment

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

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

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers at STAR Early College School will have participated in a collaborative peer assessment and feedback inter- visitation cycle as evidenced by artifacts (low inference notes, informal evaluation reports, minutes and agenda’s) submitted to the Professional Learning Team.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<p>There are several Professional Learning communities that help successfully support CCLS and Instructional shift implementation. All Professional Learning communities meet at least twice a week. Meetings are facilitated by a pedagogue who serves as instructional team leader Teacher Teams will use established protocols and collaboratively designed rubrics to analyze and evaluate student work (including writing samples) through the lens of CCLS particularly the Developing and Defending Arguments strands.</p>		September 2015 until June 2016	
<p>Selected teachers will attend meetings centered on the Citywide Instructional Expectations regarding discussion based classroom questions and techniques.(i.e Socratic Seminars, Convergent and divergent questioning techniques, Using Assessment in Instruction)</p>		September 2015 until June 2016	
<p>Teachers will work collaboratively with Brooklyn College professors to create a seamless 6 – 12 (and beyond) writing platform with respect to pertinent college ready writing norms (writing and revision process, plagiarizing, developing structured, sustained writing pieces, evidenced based writing</p>		September 2015 until June 2016	
<p>Teachers in PLC will collaborate with CUNY Affinity Support Staff in an effort to foster discussions centered on best pedagogical practices, strategies and approaches.</p> <p>i.e. academic vocabulary development, how to cite evidence, Socratic seminars, question and discussion techniques</p>		September 2015 until June 2016	

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per Session funding for implementation of PLC’s, Inter visitation Schedules Danielson Framework Domain 4: Professional Responsibilities, Advance Observation System (MOTP) ,											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Artifacts routinely collected and analyzed by administrative cabinet. In February 2016 progress will be assessed .

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

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

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

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June/July 2016, 95% of teachers will have demonstrated effective pedagogical practices and procedures as evidenced by achieving an effective or highly effective rating on the HEDI scale.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>A more intense formative assessment approach aligned with the CCLS will be employed, including more frequent observations of staff with immediate feedback. Summative assessments aligned with the CCLS will be administered every six weeks across all grade levels and content areas. Also, the sharing and discussion of</p>	<p>Teachers and students</p>	<p>September 2015 until June 2016</p>	<p>Administration, PLC’s, CUNY</p>

assessment information with students will provide a balanced approach in identifying the strengths, weaknesses, and next steps for both teachers and students. MOSL selections will reflect Black and Latino male students (traditional students most in need).			
Selected teacher leads will continue to attend Professional Development meetings focused on CCLS and turnkey information to staff for implementation and pedagogical enrichment as needed. Professional development opportunities regarding the CCLS will continue to be provided both internally and externally throughout the year.	Teachers and students	September 2015 until June 2016	Administration, PLC's, CUNY
Administrative Staff will attend Professional Development seminars with respect to Instructional Expectations and shifts and turnkey information to school pedagogues and support staff .	Teachers	September 2015 until 2016	Administration

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Advance Observation tool; PLC Meetings and Presentation, 80-Minute Block on Monday's from 2:20 p.m. – 3:40 p.m.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
School administration catalogues a data-folio of artifacts culled from weekly PLC and teacher team meetings, which may include items such as PowerPoint Presentations, minutes, agendas, sign-in sheets, needs assessment surveys and other tangible PL documents. This data is constant and used to drive our schools instructional agenda forward.										
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

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

**Part 1 – Needs Assessment**

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

Research shows that the most consistent predictors of children’s academic achievement and social adjustment are parent expectations of the child’s academic attainment and satisfaction with their child’s education at school. Parental involvement is mandated by all schools receiving Title I funding. At STAR parental involvement has always been paramount to the success of the academic program.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, STAR will increase parent involvement in school wide activities/functions by 10% as measured by analysis of data-oriented information .

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Parent Coordinator and Parent Association President will take the lead in structuring parent involvement in our school. Parent workshops on monthly basis will be part of the Parent Association meeting. In addition, parental involvement will increase through,</p>	<p>Parents</p>	<p>September 2105 until June 2016</p>	<p>Administration, Teachers and Parents</p>

<p>1. STAREC and EnGrade Pro training sessions with parents on how to track and monitor student progress and performance in all subjects</p> <p>2. Workshops on Gang Violence, Teen Dating, Respect for All.</p> <p>3. Open door policy promoted and encouraged.</p> <p>Parent contact and feedback on our STAR-EC and EnGrade Pro databases used in our school.</p> <p>4. Use of an online grading platform (Engrade Pro) which allows parents to access real time grades and assessments and respond accordingly through an embedded teacher email connection.</p>			
Online phone messenger system distributing pertinent information to parent via telephone or text. The system also allows for messages to be translated into several different languages.	Parents	September 2015 until June 2016	Administration and Staff
Parent contact and feedback on our STAR-EC and EnGrade Pro databases used in our school. Also examination and analysis of the school quality snapshot with respect to parent satisfaction .	Parents	September 2015 until June 2016	Administration and Staff

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources: Parent Coordinator, Parent Association President, EnGrade Pro Online grading system, School Messenger System.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
To ensure that there is continuous improvement and planning, school administration will engage in ongoing oversight and monitoring the minutes of all SLT and PA meetings from September 2015 to February 2016. Furthermore, we will distribute survey’s to families polling when they are available and what related services/information they require or deem useful .
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	Students in Middle School who have a NYS ELA score of 2 or below. Students in High School who score less than a 65 on the first marking period report card	Before and after school tutorials in ELA with specific focus on the CCLS.  Saturday Academy  Brooklyn College tutors	All at risk students; small group instruction.  Open to all STAR students  Small group instruction to at risk students	After school and early morning  Saturday's  During the school day
<b>Mathematics</b>	Students in Middle School who have a NYS Math score of 2 or below. Students in High School who score less than a 65 on the first marking period report card	Before and after school tutorials in Math with specific focus on the CCLS.  Saturday Academy Math Intensive  Brooklyn College tutors	All at risk students; small group instruction.  Open to all STAR students  Small group instruction to at risk students	After school and early morning  Saturday's  During the school day
<b>Science</b>	Students in Middle and High School who score below a 65 on the first marking period report card. Students who took the Living Environment / Earth Science regents and scored below a 65.	Lunchtime tutorials  Saturday Academy Science review	One to one or small group  No more than 15 students per group	Upon teacher availability  Saturday's in January, February and March
<b>Social Studies</b>	Students in Middle and High School who score below a 65 on the first marking period report card. Students who took the U.S./ Global regents and scored below a 65.	Lunchtime tutorials  Saturday Academy Social Studies review	One to one or small group  No more than 15 students per group	During the school day

<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	One to one counseling	Lunchtime tutorial	One to one	Twice a week per student as needed
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools

### Part 2: All Title I Schools

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

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

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

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

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

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

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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**Part 4: SWP Schools Only**

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

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

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

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

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

<p><b>Directions:</b> 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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	347,670.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,625,584.00		

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

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

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

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

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

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

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

---

#### **Parent Involvement Policy (PIP) Template**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in

the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **School-Parent Compact (SPC) Template**

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

#### **I. School Responsibilities:**

*Provide high quality curriculum and instruction consistent with Common Core 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the 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 to 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.

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

**A. School Information**

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

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

Principal <b>Dr. Eric Blake</b>	Assistant Principal <b>Daniel Holmes</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Beverly Gregory/English</b>	School Counselor <b>Stacey Goulborne</b>
Teacher/Subject Area <b>Judith Kaplan/Art</b>	Parent <b>Karen Gage Reid</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Anesha Slater</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Fred Walsh</b>	Other (Name and Title) <b>type here</b>

**C. Teacher Qualifications**

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

Number of certified ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

**D. Student Demographics**

Total number of students in school (excluding pre-K)	525	Total number of ELLs	2	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>							1	1	0	0	0	0	0	0
<b>Dual Language</b>							0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	2	<b>Newcomers</b> (ELLs receiving service 0-3 years)	0	<b>ELL Students with Disabilities</b>	0
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	2	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	2	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Haitian	0	0	0	0	0	0	1	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	1	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

**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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): <u>1</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)							1							0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)								1						0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							0	0	0	0	0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	1								0
7	1								0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 At the beginning of the school year, we provide students/ parents with the home language survey. If we get a response that the home language is other than english, we administer the LABR battery. The results of the LAB R informs us as to whether to call the parent in for the initial meeting describing all three methods for language acquisition and informing them of their rights and responsibilities with respect to choice.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 As we have only had one ELL student for the last three years (this year we have one additional). The student in the 7<sup>th</sup> grade scored an (EX) level on the NYSELAT but did not meet the threshold of scoring a level 3 or 4 on the NYSELA test. This student will receive 180 minutes a week of instruction. The student we inherited (currently in the 6<sup>th</sup> grade) scored a (EM) on the 2015 NYSELAT and did not score a level 3 or 4 on the NYSELA test. He will receive 180 minutes of ELL instruction per week.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 We will use this information to continue to have the student take the appropriate level of ESL classes per week while also providing the supports needed to ensure success on the NYSELA exam.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?  
 The student has only taken the NYSELAT once in the 6<sup>th</sup> grade and went from intermediate to advance levels. For this reason there is not yet any longitudinal data.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

The ELL student at STAR was placed in a shared instruction ESL classroom at our partner school on the campus where he received the appropriate level of ESL instruction. This would be the case if there were any future ELL students who arrive. The ESL teacher would use a range of instructional methods to ensure that students are building comprehension across all content areas along with linguistic knowledge, development, and performance in English. All units are thematic-based and designed around an essential question. The essential question is then explored and developed through all genres of literature, including fiction, content-area texts, informational readings, poetry, historical non-fiction, and drama. In addition, ESL texts and teacher-generated ESL lessons are utilized to teach English across all content areas. Instruction would be differentiated to meet the needs of the ELL learners. Classroom libraries would be equipped with glossaries and/or dictionaries reflective of the home language of the ELL students.

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

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

6. How do you make sure that a student's new language development is considered in instructional decisions?

All teachers at STAR have the relevant data with respect to the ELL student. There is communication between the ESL teacher and the Assistant Principal are in constant communication with respect to the advancement of the student. Assistant Principal then meets with relevant teacher to discuss ways they may implement instruction to meet the needs of the student.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The student met the goal in advancing from intermediate to advance level as evidenced by the score on the NYSELAT.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The HLIS is administered to all new entrants to the Department of Education within 10 days of registration. At STAR we usually have an orientation in August for all incoming students and Mr. Holmes (Assistant Principal) or Ms. Miller (Assistant Principal) administers the HLIS. If the home language is other than English student must be interviewed by the LPT and his/her work reviewed to decide if the student is eligible for the NYSITELL. If a student is eligible for the NYSITELL and scores below the cut score, the student is deemed an ELL student.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

At STAR Early College School we use the New York City Department of Education protocols and assessments which include:  
Oral Interview Questionnaire

The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire should be used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices. Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Russian, Spanish, Urdu

Literacy Evaluation for Newcomer SIFE (LENS)

The LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE bring with them when they enter New York City schools. This information will be highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing each individual student's strengths and weaknesses is essential for teachers to plan instruction. To administer the LENS, [click here](#). For questions regarding the LENS, contact Rachel Hoff.

SIFE Bridges Curriculum

Office of English Language Learners has piloted the Bridges Curriculum for three years. The Bridges Curriculum was developed for ELLs entering NYC public high schools who are SIFE and have very low levels of native language literacy upon entry into ninth grade.

In Bridges, students attend a sheltered program in their high school with dedicated classes that have been specifically designed to meet their language, literacy, academic, socio-cultural, and emotional needs.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The HLIS survey is administered by either Assistant Principal (Mr. Holmes) or Assistant Principal (Ms. Miller). If the student has an IEP and the home language is other than English, the LPT is formed and reviews evidence of the student's English Language Development. At this point the LPT either recommends that the student is (or is not) eligible for the NYSITELL. If the student is eligible, the NYSITELL is administered and ELL eligibility status is determined. If the LPT determines that NYSITELL should not be administered the recommendation is made to the Principal who then decides whether to accept the recommendation. The Principal's recommendation is then forwarded to the Superintendent for review.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

All forms are administered and collected by the Guidance Counselor and an available pedagogue on the day of registration. After Entitlement/Non-entitlement/Continued Entitlement Letters/Parent Selection Forms have been distributed, the guidance counselor and/or parent coordinator calls the student's parents to ensure the return the necessary forms as soon as possible. The parent coordinator is then responsible to ensure that the forms are signed and returned to the school. Copies of all entitlement letters (non-, continued, etc.) and parent selection forms are securely kept on file in the guidance suite. Students are then placed in the program appropriate to their level of entitlement. LPT team meets with with teachers of all students and advises them as to protocols for each student.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents receive a written notification of this option with the entitlement/non-entitlement letters within the first 10 days of school. These letters are sent in the home language. Language translators are also available for speaking in person or over the phone

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The Assistant Principal or the Guidance counselor conduct the parent orientation and LAB-R on the first day of the student's arrival. At the orientation, parents view the orientation video (in their preferred language) in which they learn about the programs offered to English language learners. Because STAR only has one student who meets the ELL criteria we do not offer a bilingual or dual language program because we do not have enough requests to do so for students of one ethnicity; however, records of parent program requests are kept and monitored should the need to create these programs develop.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

All forms are administered and collected by the Guidance Counselor and/or the parent coordinator. After Entitlement/Non-entitlement/Continued Entitlement Letters/Parent Selection Forms have been distributed, parent coordinator calls the student's parents to ensure the return the necessary forms as soon as possible.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Usually, the forms are all returned at the ELL parent orientation session, but sometimes phone calls must be made until the forms are finally returned. The parent coordinator and the guidance counselors sometime assists in this process.

9. Describe how your school ensures that placement parent notification letters are distributed.

All forms are administered and collected by the Guidance Counselor and/or the parent coordinator on the day of registration.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Copies of all entitlement letters (non-, continued, etc.) and parent selection forms are securely kept on file in the Guidance suite.

11. 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.

After the HLIS is distributed, and the home language of the student is determined not to be English, the LAB R is administered. The results are used to determine the future status/ plan for the student.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The guidance counselor sends Continued Entitlement Letters/Transitional Support Letters to parents of students based on the students' NYSESLAT results. Letters are sent to parents before the beginning of the school year but no later than September 20 of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

We have only one student this year who meets the criteria. Parent was informed and has not yet responded. The student from last year will continue to work with the shared instruction ESL program in our partner school.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.

a. Science, Technology and Research School currently has two identified ELL students. We would continue the use of the shared instruction free standing model with heavy coloboration between the ESL teacher from the shared instruction school and the teachers and administrative cabinet from the home school. In short, the ESL teacher would work with ELL students during content instruction in colloboration with the classroom teacher to provide acquistion and vocabulary support while retaining content instruction time.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The two ELL students at STAR fall into the Transitioning, Expanding, and Commanding category. These students are programmed for 1 ELA class and 1 integrated ESL/social studies class per day, five times a week.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content Areas in the Self-Contained Model:

The shared instruction ESL teacher would use a range of instructional methods to ensure that students are building comprehension across all content areas along with linguistic knowledge, development, and performance in English. All units are thematic-based and designed around an essential question. The essential question is then explored and developed through all genres of literature, including fiction, content-area texts, informational readings, poetry, historical non-fiction, and drama. In addition, ESL texts and teacher-generated ESL lessons are utilized to teach English across all content areas. Instruction would be differentiated to meet the needs of the ELL learners. Classroom libraries would be equipped with glossaries and/or dictionaries reflective of the home language of the ELL students.

By meeting with content area teachers by grade level and by subject area, the ESL teacher learns which material needs scaffolding support in the ESL class and suggests differentiation and scaffolding that can be put in place in by the content teacher in order to provide the ELLs with access to the content curriculum. Finally, as mentioned before, there would be continual colloboration between the ESL teacher and the content area teachers in an effort to provide seamless support for acquisition of knowledge for the ELL students.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
N/A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Patterns across NYSESLAT modalities are analyzed by the guidance team each year and then communicated to the content area teachers in the form of an Individual Improvement Plan for each student. The plan identifies the child's weakest modality and offers suggestions as to how this particular modality can be emphasized and targeted in each of the content areas. Literacy is a focus for all content area teachers, including math. A writing, reading, listening and speaking component is part of every designed lesson
6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

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

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

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

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

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

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal meets with the Guidance Counselor and other relevant pedagogues in order to review this student's academic progress. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian, believes that the student may have been adversely affected by the determination, the principal must provide additional support services.

8. 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?

Both the ESL and content area teachers implement a variety of instructional strategies, resources and programs designed for this particular group of students. Within every lesson, delivery of instruction and the student product for assessment are differentiated as appropriate using visual aids, computer programs, modeling, and student choice. The school ensures ELL-

Chart SWDs whose IEP mandates bilingual instruction receive an appropriate program through scheduled meetings with the ESL teacher, IEP distributions and notifications and regular communication on each student's progress

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

Teacher will be made aware of any student that meets this criteria. Scaffolding techniques will be used to help them achieve academic excellence. Lessons that target their strengths as well as their weaknesses are utilized to help them become proficient in English. They are included in all aspects of our school as well as in our ESL classes.

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

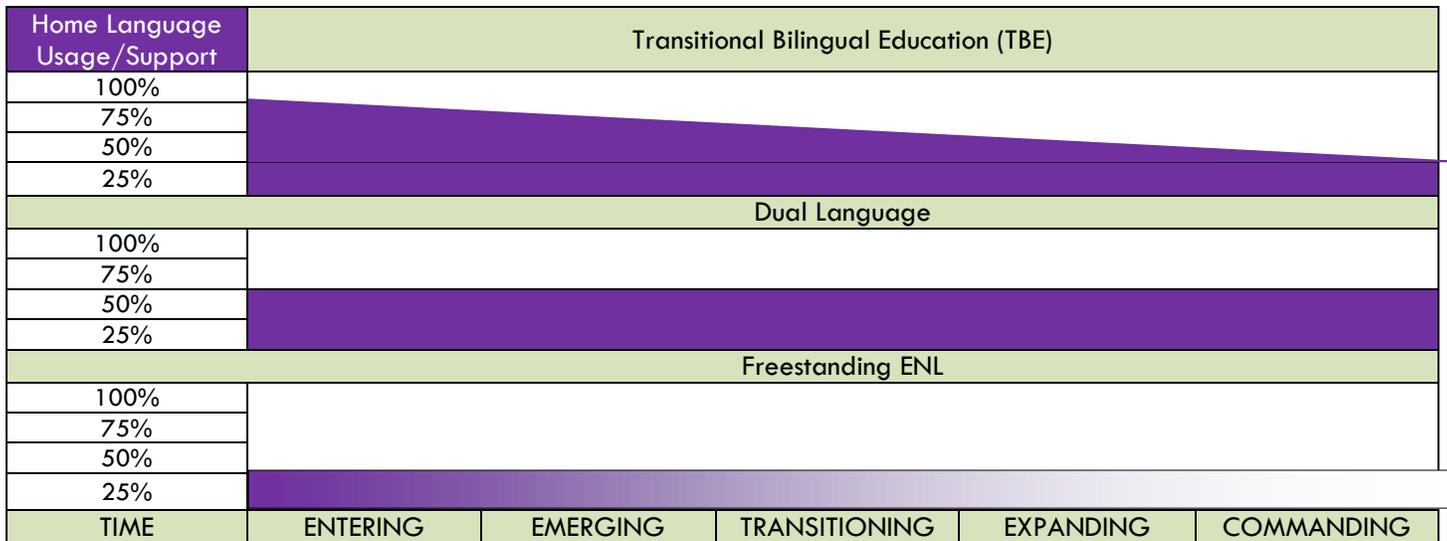


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. There are two students who meet this criteria. Teachers in the content area meet regularly in teacher teams and discuss, collaborate, integrate and develop scaffolded plans to meet the academic targets of ELL students and ELL SWD students. As mentioned earlier, dialogue between the shared instruction ESL teacher and the content area teacher (s) is used to further support both language acquisition and overall academic progress.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The one student who is a continuing ELL went from a Intermediate to an advanced level on the NYSELAT.
12. What new programs or improvements will be considered for the upcoming school year?  
Current program will be reimplemented.
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All students are offered and afforded access to all available programs (including clubs, sporting teams, leadership committee, after school class and regents prep, etc.) at STAR. Many of the activities are offered campus-wide due to the fact that there are five schools on the Erasmus Campus. Therefore, the numerous activities are communicated to all students via flyers, letters home, and daily announcements. All teachers at STAR are highly supportive of students' participation in extra-curricular activities and serve as an advocate for these students to participate when talking to both parents and coaches. The ELL student at STAR all participate in all schoolwide programs including House Challenge and grade level activities (parties, etc.)
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
All classes at STAR have leveled libraries and instructional material that is differentiated to meet the varied needs of all students including ELL's and SWD.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native language support is delivered in the self-contained/integrated ESL model. The ELL students at STAR are fluent English speakers but they are provided dictionaries if needed or wanted. Brooklyn College tutors are alerted to the special needs of these students and assist when necessary.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Paste response to question here:
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Early in the school year, the Guidance Counselor teachers contacts ELLs and their parents/guardians. This initial contact is attempted in order to welcome new students and their families to the school; to introduce themselves, to answer any questions they may have; to notify them of upcoming school events, such as new student orientation; and to inform them of available services, such as translation services
19. What language electives are offered to ELLs?  
Spanish and French would be offered if the students were in High School. Currently the two ELL students are in the 6<sup>th</sup> and 7<sup>th</sup> grade respectively.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
The professional development programs are based on the belief that all teachers are teachers of language arts and that English as a Second Language is a natural extension of English language arts. The teachers who are directly involved with the teaching of the two ELL students are given Professional Development in differentiating instruction to meet the varied needs of the students (including but not limited to ELL students) in the classroom. They are also invited to attend Professional Development opportunities offered off site with respect to the meeting the specific needs of the ELL student population. The information acquired at these workshops is then shared with all other teachers at collaborative teacher team meetings. The majority of ELL professional development occurs more informally during Monday meetings and common planning time. Professional consultants with expert knowledge on the specific demographic are invited to conduct workshops during the weekly Monday afternoon meetings.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
See above
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
All new teacher in the 6<sup>th</sup> and 9<sup>th</sup> grade receive professional development at the beginning of the year on aiding incoming students with the transition process to middle school and high school. This is particularly important and effective for working with ELLs, as it suggests that more scaffolding, repetition, and modeling may be required for these students as they become acclimated to the high school environment. As mentioned earlier, later on in the year experts in the field are invited to STAR to hold workshops for all teachers.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
All teachers who teach ELLs are trained in the Balanced Literacy workshop model. They teach the students reading and writing strategies in every lesson. Subject area teachers are introduced to textbooks that are at the reading levels of ELLs. Teachers learn effective methods of teaching ELLs new vocabulary words. Teachers of humanities work cooperatively to create an interdisciplinary curriculum for ELLs. Thus, the reading and writing strategies that students are learning in history, ESL, foreign language, and English classes are reinforced. Science and math teachers also work cooperatively to create an interdisciplinary curriculum. In addition, teachers learn about the students' cultures at professional development workshops. This knowledge is used by teachers to better communicate with newcomers and build connections on a human level. Records of staff professional development, including Monday meeting small groups PDs, are kept on file by both department and grade-level teams.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

There are currently only two students who are ELL's. Their parents are called in for meetings twice a semester. Also, communication is delivered to those parents through our phone messenger and engrade online platforms. Both of these platforms have the ability to translate written dialouge into a host of languages. This is not needed at this time as both parents are fluent in English.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of all students are invited to participate in a host of activities at STAR including but not limited to House Challenge activities, talent competitions, spelling bees, parent association meetings, etc. Staff members at STAR have the ability to communicate in English, Spanish, Russian, French and French Creole. These staff members are utilized when needed to disseminate information to parents about a list of topics including school based functions they may attend and/ or participate in. Once, again the school has two online communication platforms that are used to disseminate pertinent information to parents. Both platforms have the ability to translate information into a number of languages.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Not at the present time but we are currently looking to build relationships though local councilman Matthew Eugene.
5. How do you evaluate the needs of the parents?

Through communication methods described in question 3.

6. How do your parental involvement activities address the needs of the parents? At the meetings, parents are informed about their children's workload, academic goals, and progress, as well as how they can assist the children in meeting their goals and/or in making the adjustment to an English speaking environment as easy as possible. Through having such open lines of communication between teachers, parent coordinator, and parents, the parents' need to understand the role they can play in their child's education is met.

### D. Additional Information

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

Paste response here:

## Part VI: LAP Assurances

School Name: <u>STAR Early College School</u>		School DBN: <u>17K543</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Eric Blake	Principal		9/28/15
Daniel Holmes	Assistant Principal		9/28/15
Anesha Slater	Parent Coordinator		9/28/15
	ENL/Bilingual Teacher		9/28/15
Karen Gage Reid	Parent		9/28/15
Debbie Lombard	Teacher/Subject Area		9/28/15
Beverly Gregory	Teacher/Subject Area		9/28/15
	Coach		9/28/15
	Coach		9/28/15
Stacey Goulborne	School Counselor		9/28/15
Fred Walsh	Superintendent		9/28/15
	Borough Field Support Center Staff Member _____ <u>Jocelyn</u> <u>Santana</u>		9/28/15
	Other _____		9/28/15
	Other _____		9/28/15
	Other _____		9/28/15

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 17K543      School Name: STAR Early College School**  
**Superintendent: Fred Walsh**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

There are two main types of translation needs at our school:

a. Written: Documents - birth certificates, transcripts, health records, court documents etc. These documents are translated by school staff fluent in the language whenever necessary. In cases of transcripts where the amount of credits and subject area is often not clear, documents are faxed to approved NYCDOE Translation and Interpretation Unit for processing. Major school related documents (Blue cards, discipline codes) can be found printed in numerous languages.

b. Oral: Spoken translation for non-English speaking adults and students. Science, Technology & Research have accesable staff who speak Spanish, Russian, French and Hatian Creole. Whenever necessaery theses resources are called upon. We also have an online phone message system which can be tailored to distribute messages in different languages.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, Hatian Creole, Arabic

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent-teacher conference announcements: Before semi-annual parent-teacher conferences  
After-school program information: At the beginning of each new semester when after-school programs are beginning  
NYSESLAT/Regents testing dates: April 2016  
Letters from school leadership: September 2015, February 2016  
Medicaid Reimbursement forms: September 2015 until December 2015  
Chancellor's Discipline Code September 2015 until June 2016

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

September 30, 2015 , November 19, 2015, November 20, 2015, March 10, 2016, March 11, 2016, May 10, 2106

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The materials provided by the Department of Education for vital information are most often sufficient tools in meeting the needs of non-native English speaking students and parents. Based on the data that informs us of our population's needs, the appropriate documents are prepared prior to the beginning of the school year and are kept on file. In addition, in-house staff members and volunteers have been identified as translators in Haitian Creole, French, Spanish and Russian. In the rare case that an in-house staff member or volunteer cannot meet the student and parent needs, an outside vendor is requested.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

At all times staff members (school aides, paraprofessionals, teachers, guidance counselors) are available to translate for parents/guardians visiting the school or bringing children to be registered. In emergency cases (accidents, safety violations, family emergencies), the same staff is asked to assist. In extreme situations (after regular school hours), other students may be used to translate or calls are made to homes of appropriate staff member interpreters who translate over the phone. The school provides each parent, whose primary language is a covered language and who requires language assistance services, with written notification of their rights regarding translation and interpretation services in the appropriate covered language and instructions on how to obtain such services.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At the beginning of the school the Administragrive team and provide each staff member with written notification of the parent/guardians' rights regarding translation and interpretation services in the appropriate covered language, and instructions on how to obtain and deliver such services

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The Administrative staff and Parent Coordinator provide each parent, whose primary language is a covered language and who requires language assistance services, with written notification of their rights regarding translation and interpretation services in the appropriate covered language, and instructions on how to obtain such services

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Twice a year parents/guardians of ELLs will be administered a survey in their home language about how they interpret the quality and availability of the services provided to them