



**SCIENCE, TECHNOLOGY AND RESEARCH EARLY COLLEGE  
SCHOOL**

**2008-09  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 17K543**

**ADDRESS: 911 FLATBUSH AVENUE, BROOKLYN, NY 11226**

**TELEPHONE: 718.564.2540**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 543 **SCHOOL NAME:** Science, Technology and Research  
Early College School at Erasmus

**DISTRICT:** 17 **SSO NAME/NETWORK #:** CUNY/Network 4.1

**SCHOOL ADDRESS:** 911 Flatbush Avenue, Brooklyn, New York 11226

**SCHOOL TELEPHONE:** 718.564.2540 **FAX:** 718.564.2541

**SCHOOL CONTACT PERSON:** Dr. Eric Blake **EMAIL ADDRESS:** eblake@schools.  
nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON** Gilbertha Louis

**PRINCIPAL** Dr. Eric Blake

**UFT CHAPTER LEADER** David Campbell

**PARENTS' ASSOCIATION  
PRESIDENT** Angela Newball

**STUDENT REPRESENTATIVE**  
*(Required for high schools)* Kino Quashie

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT** Ainslie Cumberbatch

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Dr. Eric Blake	*Principal or Designee	
David Campbell	*UFT Chapter Chairperson or Designee	
Angela Newball	*PA/PTA President or Designated Co-President	
Irma Hilaire	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Petra John	DC 37 Representative, if applicable	
Jelani Irving	Student Representative, if applicable	
A. Byers	Parent	
Noel Watt	SLT Member	
Gilbertha Louis	SLT Chair	
Karen Cadogan	SLT Member	
Ms. Goodrich	Parent	
Ingrid Iglesias	Student	
Daniel Holmes	Principals Designee	

\* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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*Science, Technology and Research Early College School @ Erasmus* is located in the Flatbush section of Brooklyn, New York. This small "early college" high school opened in September 2003 with a population of one hundred eighty seven (187) 9<sup>th</sup> and 10<sup>th</sup> grade students from culturally diverse backgrounds. The average class size is twenty-five. Students are enrolled in the core 9<sup>th</sup> and 10<sup>th</sup> grade courses including English Literature/Literacy, Integrated Algebra, Geometry, Global History, Living Environment, Chemistry, Spanish, Physical Education, Art, Government, Economics, Health and College Advisory with electives in Introduction to Writing and Research in Science. There are three cohorts in each grade level with one of the cohorts receiving a double period of English with Literacy and Mathematics to provide academic intervention support. Staffing for fiscal year 2009 consists of the following: one principal, one assistant principal administration, two assistant principal's supervision, one guidance counselor, one college advisor, 35 teachers, two secretaries and six school aides.

The Flatbush community of Brooklyn is home to many native New Yorkers and new immigrants from the Caribbean, Latin and Central America, and the Middle East. The school is one of five high schools on the Erasmus Campus, which has a long history of educational service as noted by its many notable alumni and its landmark status for the buildings' architectural features. The school is also a central part of the community and serves as a shelter and relief center in the event of major disasters for the immediate and surrounding communities. The STAR Early College School building is well-kept with student appropriate furniture, instructional materials and technology enhanced instruction and a place where students' accomplishments are valued as evidenced by the prominently displayed student work in the hallways and classrooms.

According to the most recent ethnic data, 87.97 % are black, 6.21 % are Hispanic, and 3.20% are Asian .80% are American Indian, .80 are other and 1.00% are white. There are 45.69 % percent boys and 54.31 % girls. Approximately 1% (9 students) enrolled in general education classes receive IEP resource room services. These services are provided as part of the Erasmus Campus-wide Special Education services which is supervised by the Assistant Principal of Special Education for the Erasmus campus high schools. Related counseling services are also provided as per students' IEP's. Additionally, .002% of the students are English Language Learners with Urdu as the native language. We are a Universal Meal Code School and 100% of our student population is entitled to free or reduced lunch. Attendance rate for this year is approximately 96.9% and last year STAR Early College School had the highest attendance rate among the high schools in District 17.



DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	12	17
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	80	179	221
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	0	2	1	<b>Number of Staff:</b>			
# ELLs with IEPs	0	0	0	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	29	33	32
				Number of Administrators and Other Professionals	6	10	11
<b>Overage Students:</b>							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	0	0	1
	0	2	3				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0.4	0.6	.80	Percent more than two years teaching in this school	31.0	39.4	68.75
Black or African American	86.6	89.1	87.97	Percent more than five years teaching anywhere	37.9	30.3	59.38
Hispanic or Latino	9.4	6.8	6.21				
Asian or Native Hawaiian/Other Pacific Isl.	2.2	2.5	3.20	Percent Masters Degree or higher	86.0	91.0	91.25
White	1.1	1.0	1.00	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.8	91.2	100%
Multi-racial	0	0	0				
Male	48.4	48.0	45.69				
Female	51.6	52.0	54.31				

2008-09 TITLE I STATUS			
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input checked="" type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I	
<b>Years the School Received Title I Part A Funding:</b>	<input type="checkbox"/> 2005-06	<input type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08 <input checked="" type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:		
<b>Overall NCLB/SED Accountability Status (2007-08):</b>	<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1	
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		
<b>Individual</b>	Elementary/Middle Level	Secondary Level	

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Subject/Area Ratings	ELA:	IGS			ELA:	IGS	
	Math:	IGS			Math:	IGS	
	Science:				Grad. Rate:	98.01	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√		√	√	98.01	
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√		√	√		
Hispanic or Latino	-	-		-	-		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White	-	-					
Multiracial							
Other Groups							
Students with Disabilities				-	-		
Limited English Proficient	-	-					
Economically Disadvantaged	√	√		√	√		
Student groups making AYP in each subject	3	3		3	3		
<b>Key: AYP Status</b>							
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only		
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status				
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>							

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	A	Overall Evaluation:	Well - Developed
Overall Score	72.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well - Developed
School Environment (Comprises 15% of the Overall Score)	6.3	Quality Statement 2: Plan and Set Goals	Well - Developed
School Performance (Comprises 30% of the Overall Score)	18.8	Quality Statement 3: Align Instructional Strategy to Goals	Well - Developed
Student Progress (Comprises 55% of the Overall Score)	47.8	Quality Statement 4: Align Capacity Building to Goals	Well - Developed
Additional Credit	0	Quality Statement 5: Monitor and Revise	Well - Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

One of STAR Early College School's distinguishing features is our partnerships with Brooklyn College-City University of New York, the Woodrow Wilson Foundation, PENCIL and Gateway Institute for Pre-College Education. Our instructional programs and support services are enriched and enhanced by the resources and the professional and curriculum development programs and opportunities these partners offer. Brooklyn College is the lead partner for the schools "early college" program and it is through Brooklyn College that students are currently engaged in college seminars in science, library and research skills, college-bearing Spanish course and college awareness workshops. In addition, Brooklyn College is currently providing and will continue to offer on-site mentoring for our science and mathematics teachers as well as tutoring support for students. The early college initiative is supported by a grant from the Gates-Woodrow Wilson Early College Foundation. This bridge to college instructional program will be continued and expanded for the 2008-2009 school year. Gateway Institute partnership provides support for our science program. Through the Gateway Institute our accelerated students participated in the online Biology related activities as well as sponsored a speakers' series for students. Gateway Institute sponsors trips to science labs like the Cold Spring Harbor DNA Laboratory for students to conduct Living Environment required lab experiments. Additionally, Gateway Institute sponsors trips to out-of state colleges, exposure to the Sophie Davis Medical School, the Physician Assistant's program and the Queens Bridge to Medicine program. Gateway Institute continues to assist us in designing and implementing our college awareness and advisory support program as well as enhance our science field based experiential instructional program.

The partnership between Brooklyn College and the Science, Technology and Research, (STAR), Early College School is now in its fifth year. Throughout the course of the partnership, Brooklyn College has developed and implemented a variety of rich educational programs that include a combination of early college seminars and a structured sequence of college level courses that build on standard high school curricula. This early college high school course of study is integrative and multi-disciplinary and involves a three-tiered approach:

- In the first year of high school, students are brought to the Brooklyn College campus where they participate in orientation seminars. These orientations seminars involve brief introductions to library research and to diverse scientific fields that allows the students to see their high school science courses in practice. They also participate in six weeks seminars, taught by the college's faculty, that include but are not limited to archaeology, anthropology, and anatomy. These seminars expose the students to the various campus facilities and laboratories and at the same time allow them to experience the rigors of college coursework in a less structured environment. They also help the students to understand the broader relevance of the fundamentals they are learning and open windows into fields and career paths that they may later choose to follow.

- During the second year of high school, students participate in specially designed support and tutoring seminars at the college that are directly linked to their high school regents courses. In the third year of enrollment at STAR, students begin to take college-level courses on the college campus.
- The third-fourth years, students concentrated on college level courses that can lead to up to 30 or more college credits. These courses are in all disciplines and follow the core requirements for most colleges.
- We are now integrating middle school students into the college-going culture through frequent trips to the campus focused on science endeavors. We are continuing to plan further integration for our upper middle school students.

This past year, the STAR Early College School initiative achieved increased momentum on the Brooklyn College campus and as a result the early college school initiative has been expanded to several additional college departments. The orientation seminars were expanded to include seminars topics in Physics and Laboratory Techniques and several students enrolled in and completed college level courses in Spanish and Anthropology for which they earned college credits. Additionally, this past summer, among other offerings, the students had the opportunity to participate in an Archaeology research program, funded by the New York Community Trust, and take a summer Urban Marine Ecology course offered through College Now. They will also be able to take two credits, (2), Math course offered through the Research, Initiative Scientific Enhancement, (RISE), and program at the college.

Brooklyn College and STAR Early College School faculty and administrators continue to collaborate on the design of the early college high school seminars and courses and over the course of the year; they were able to develop a coherent sequence of courses for the early college school program of study. Brooklyn College faculty are also continuing to provide on-site mentoring to the science and math teachers at STAR and, jointly with the Gateway Institute of Pre-college Education, are designing a College Preparatory Program. Professors and faculty meet regularly in “Curriculum Working Groups” to ensure alignment and seamless integration of coursework.

### *After-School and Saturday Academy*

Based on the learning needs of students and a review of student scholarship data, an after-school tutoring program in English, math and science was developed and implemented to assist at risk students. Similarly, we developed a Saturday Academy to assist all students in improving their grades in specific courses -- English, Global Studies, Living Environment and Mathematics A. The Saturday Regents preparation Academy is operated on designated Saturdays from 9:00 am to 12:00 in small tutoring type classes. The classes are taught by STAR teachers in collaboration with Kaplan Learning teachers. Approximately 40 students attend the academy on a regular basis. Both programs are supported financially through a combination of tax levy and reimbursable funds. We have enhanced this, and other programs, through our partnerships with Brooklyn College and Gateway Institute by adding Brooklyn College student tutors.

### *Professional Development and Curriculum Integration*

Paramount to establishing STAR Early College School’s learning community is a belief that the school’s mission can be achieved through a clear vision and cooperatively designed professional development program. Teachers will be engaged in professional development that fosters ownership and promote reflective teaching and learning practices. Professional development activities will be governed by the principles of adult learning, researched-based professional development practices and an understanding of habits of the mind.

The teaching staff, school aides, support and guidance staff will be engaged in on-going opportunities to identify areas in which they need professional development and participate in collaboratively designed experiences that they feel will build on their strengths, promote change and that addresses their areas of learning need. A major goal of our professional development program will be to promote “teacher as leader” as

reflective practitioner and as facilitators of their own learning to continue to build the capacity of our teaching staff. Teachers and staff will be encouraged to share their knowledge, skills and talents by co-facilitating professional development activities. Teachers with prior experience as workshop leaders, staff developers and curriculum writers will be asked to assist by working with new and less experienced teachers.

Our professional development methods will consist of:

- Assessing of teachers and staff professional development needs, interests and preferred methods of learning (initial assessments and on-going self-monitoring of learning).
- Conducting “learning walks” on a regular basis.
- Focusing on in depth and on-going professional development experiences
- Attending courses and mentoring opportunities planned and offered by our partners- Brooklyn College and Gateway Institute for Pre-College Education
- Participating in professional development offerings provided by our school support organization, CUNY PSO, the NYC DoE and professional organizations and foundations.
- Providing a variety of professional development experiences that incorporate workshops, seminars, retreats, conference, class visitations, study circles and independent study. Modeling and demonstration of instructional strategies; coaching and peer learning.
- Using technology and other media tools to facilitate learning, reflect on learning, to promote communication and sharing.
- Modeling instructional and curriculum practices used in the classroom (i.e. study circles journal writing, cooperative learning, teacher reflection, cues for learning, active participation). All staff will be engaged in Staff Book Club and Reading Circles.
- Clear and transparent distribution of lessons learned from our Inquiry Team research practices

Teachers will be actively engaged in implementing new learning into the classroom with the assistance of the assigned ELA coaches, teacher-facilitators, assistant principals, and the direction from the principal. We will encourage and provide professional development experiences that encourage teachers to work in teams and to study and learn together. To facilitate this, we have built in common planning sessions (organized by grade level and subject area) to provide teachers with an opportunity to create professional learning communities. Teachers will maintain artifacts such as reflection journals and professional development logs to record their attendance, activities and independent learning.

Working in collaboration with our partners, Brooklyn College-Early College Initiative and CUNY Gateway Institute for Pre-College Education and supported by funding from the Woodrow Wilson Early College Initiative, our professional and curriculum development experiences for our faculty include joint planning teams and two yearly retreats. The Professional Development team consisting of the principal, assistant principals, teaching staff, coaches and liaisons from our partner groups will design and implement on-going professional development experiences that will focus on the following:

- Implementing our school instructional goals and mission.
- Implementing of Understanding by Design as our core curriculum design program
- Fostering a learning community of collaborative team work and problem-solving
- Developing principles of learning, habits of the mind and workshop model
- Integrating literacy and technology across the curriculum
- Fostering inquiry-based and project based learning
- Integrating writing and constructivist teaching and learning approaches.

As stated above, students are enrolled in the core 9<sup>th</sup> and 10<sup>th</sup> grade courses including English Literature/Literacy, Integrated Mathematics, Geometry, Global History, Living Environment, Chemistry, Spanish, Physical Education, Art, Government, Economics, Health and Advisory with electives in Introduction to Writing and Research in Science. All students are programmed for a double period of science once per week to provide for the required science laboratory. All ninth grade students attended Brooklyn College once a week for a blend of seminars on library skills, science research in Human Anatomy, Bones to Behavior and Biology tutoring. Chemistry students attended Brooklyn College weekly for hands-on chemistry laboratories co-taught by Brooklyn College a professor.

STAR Early College School recognizes the need to address the social and emotional aspects of adolescence, in addition to the academic needs of students. To that end, we provide guidance services coordinated in consultation with the school's Student Support Team consisting of the principal, assistant principals, guidance counselor, school-based social worker, Campus-wide social worker, parent coordinator and dean. This team meets on a regular basis to identify and strategize ways to intervene with students who are at risk academically and/or are facing other personal challenges. In addition, the school's guidance counselor interfaces with the campus-wide programs like Outward Bound, Brooklyn Hospital services, Safe Horizons and the Spark program as well as external community based organizations as referral options for students and families that need additional supports.

The most significant barrier to our schools continuous improvement would be the budget cuts which have negatively affected our ability to provide much-needed extracurricular support to our students.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** *(1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should presumably be aligned to the school’s annual goals described in this section.*

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### **Annual School Goals:**

STAR Early College School Goals for the 2008-2009 School Year are as follows:

Goal 1: By the end of June 2009, we will achieve 100% curriculum alignment across all grades and subject areas as evidenced by electronic curriculum mapping system. Curriculum mapping creates vertical and horizontal alignment of content for seamless transition from grades 6 through 12.

Goal 2: By the end of June 2009, we will increase parental involvement in home-school communication and parent association meetings by 50%. Partnership with parents is critical to the success of STAR Early College School. Efforts to do parent outreach will include weekly parent newsletters and monthly parent surveys to better understand parent concerns and needs.

Goal 3: By the end of June 2009, we will increase, by 10%, the number of students achieving mastery (85-100 range) on NYS Global History Regents Exams

Goal 4: To ensure 50% of students in the lowest third make a year’s worth of progress on the 2009 NYS ELA Assessment.



**Indicators of Interim Progress and/or Accomplishment**

*Include: interval of periodic review; instrument(s) of measure; projected gains*

Principal and Assistant Principals (Supervision) will collect and monitor:-

- Yearly curriculum maps in August, December and April
- Common Planning Artifacts
- Curriculum Work group Artifacts
- 100% of all curriculum maps will be available electronically to all staff.

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of June 2009, we will increase parental involvement in home-school communication and parent association meetings by 50%</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Monthly parent surveys will be administered, beginning in October, to gauge parent interests, concerns and challenges regarding school involvement</li> <li>• Workshops geared toward parent interests will be offered bi-weekly</li> <li>• STAR website class pages will be updated monthly to keep parents informed of class work and homework assignments for students</li> <li>• Weekly parent newsletters will be sent to all parents.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Human Resources: Parent Coordinator, Website Manager Per Session: Funds will be available for website management (contingent upon budget availability) and teachers offering parent workshops. Title 1 Parent Involvement monies allocated for evening parent workshops</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Administration will collect and monitor:</p> <ul style="list-style-type: none"> <li>• Parent workshop records of attendance</li> <li>• Artifacts from Parent Workshops</li> <li>• Monthly survey results</li> </ul> <p>Administration and Website Manager will monitor:</p> <ul style="list-style-type: none"> <li>• Website usage (updates and postings) by teachers</li> <li>• Projected gains: Increase in email activation by 50% and increase in attendance at parent workshops and parent association meetings by 50%.</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of June 2009, we will increase, by 10%, the number of students achieving mastery (85-100 range) on NYS Global History Regents Exams</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• To improve student writing on the global history exam, teachers will attend monthly CUNY Literacy Council meetings to learn new literacy strategies for implementation in the writing component of classes.</li> <li>• Teachers will participate in the CUNY Writing Initiative and will analyze the writing of a specific student population, adapt instruction to address specific writing skills, and measure student progress.</li> <li>• Brooklyn College Tutors will work with small groups of student, identified in need of additional assistance with writing, four times per week.</li> <li>• Core group of teachers will participate in CUNY College Readiness work group which will pilot in spring 2009 to assist students in the key cognitive strategies with a focus on analysis: the ability to identify and evaluate data, material and sources for quality of content, validity, credibility and relevance.</li> <li>• Core group of teachers will provide professional development to the entire staff for implementation of college readiness strategies across all content areas.</li> <li>• After-school and Saturday programs will address all students requiring additional preparation for Regents exams.</li> <li>• Interim Assessments will be implemented every 6 weeks to measure student progress in Global History</li> <li>• Interim Assessment results will be posted on a shared spreadsheet loaded on the STAR google site (visible to all STAR faculty). Results will be analyzed at common planning meetings.</li> <li>• Inquiry team strategies will be shared at bimonthly professional development sessions to further enhance teachers ability to improve writing instruction</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Human Resources: Inquiry Team, Core group of teachers participating in College Readiness Group, NYC Writing Project Consultant, Brooklyn College Tutors, Core group of teachers participating in the CUNY Writing Initiative, Literacy Coach Per Session: Funds will be available for participation in Inquiry Team work, Literacy Council, after-school and Saturday programs (contingent upon budget availability) Early College funds will be used to fund year-round tutoring.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <b>Include: interval of periodic review; instrument(s) of measure; projected gains</b></p>	<p>Administration will collect and monitor:</p> <ul style="list-style-type: none"> <li>• Student writing samples</li> <li>• Interim Assessment Results</li> <li>• College readiness work group artifacts</li> <li>• CUNY Writing Initiative artifacts</li> </ul>
<p><b>Annual Goal</b>  <b>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</b></p>	<p>To ensure 50% of students in the lowest third make a year's worth of progress on the 2009 NYS ELA Assessment.</p>
<p><b>Action Plan</b>  <b>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</b></p>	<ul style="list-style-type: none"> <li>• Inquiry team will focus on a target population which includes the lowest third of school population</li> <li>• Teachers will attend monthly CUNY Literacy Council meetings to learn new literacy strategies for implementation in the writing component of classes.</li> <li>• Teachers will participate in the CUNY Writing Initiative and will analyze the writing of a specific student population, adapt instruction to address specific writing skills, and measure student progress.</li> <li>• After-school and Saturday programs will provide support and assistance to struggling students in the lowest third.</li> <li>• Interim Assessments will be implemented every 6 weeks to measure student progress</li> <li>• Interim Assessment results will be posted on a shared spreadsheet loaded on the STAR google site (visible to all STAR faculty). Results will be analyzed at common planning meetings.</li> <li>• Literacy coach will provide in-classroom support for all English Language Arts teachers (via small group instruction, modeling and demonstration lessons)</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <b>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</b></p>	<p>Human Resources: Inquiry Team, Literacy Coach, NYC Writing Consultant  Per Session: Funds will be available for participation in Inquiry Team work, Literacy Council, after-school and Saturday programs (contingent upon budget availability)</p>

**Indicators of Interim Progress and/or Accomplishment**

**Include: interval of periodic review; instrument(s) of measure; projected gains**

Administration will collect and monitor:

- After-school and Saturday program artifacts
- Interim Assessment Results
- CUNY Writing Initiative artifacts

## **REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

**Directions:** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	8	7	N/A	N/A	N/A	N/A	10	N/A
7	13	0	N/A	N/A	N/A	N/A	9	N/A
8	11	11	N/A	N/A	N/A	N/A	16	N/A
9	0	0	N/A	N/A	1	0	0	2
10	2	4	3	6	2	0	0	2
11	10	3	5	22	4	0	0	3
12	2	2	3	10	5	0	0	2

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

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

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>All incoming 9<sup>th</sup> grade students receive a double period of English which includes small group instruction. In addition, students are offered one-to-one tutoring, lunch-time small group tutoring, after-school study center and after school tutoring. All 6<sup>th</sup> grade students receive a double period of English Language Arts. Targeted, at risk 10-12 grade students are referred to the school after-school study center, ELA after school tutoring and Saturday Regents Prep. Tutoring as well as extended day school for credit accumulation is also offered.</p>
<p><b>Mathematics:</b></p>	<p>All incoming 9<sup>th</sup> grade students receive a double period of Mathematics which includes small group instruction. In addition, students are offered one-to-one tutoring, lunch-time small group tutoring, after-school study center, after school tutoring and Regents Prep in Integrated Algebra and Geometry. Targeted, at risk 10-12 grade students are referred to the school after-school study center, Mathematics after school tutoring and Saturday Regents Prep. All 6<sup>th</sup> grade students receive a double period of Mathematics. Targeted at-risk students are provided after-school and Saturday tutoring in Mathematics with a focus on test sophistication.</p>
<p><b>Science:</b></p>	<p>All incoming 9<sup>th</sup> grade students receive a double period of Science (Living Environment) which includes small group instruction. In addition, students are offered one-to-one tutoring, lunch-time small group tutoring, after-school study center, after-school tutoring and Saturday Regents Preparation in Living Environment. All 6<sup>th</sup> grade students receive a double period of Science. Targeted at-risk students are provided after-school with a focus on test sophistication. Targeted, at risk 10-12 grade students were referred to the school after-school study center, Science after-school tutoring and Saturday Regents Prep. Tutoring as well as extended day school for credit accumulation is also offered..</p>
<p><b>Social Studies:</b></p>	<p>All incoming 9<sup>th</sup> grade students receive a double period of Global Studies which includes small group instruction. In addition, students are offered one-to-one tutoring, lunch-time small group tutoring, after-school study center, after-school tutoring and Saturday Regents Preparation in Global Studies. All 6<sup>th</sup> grade students receive a double period of Social Studies. Targeted at-risk students are provided after-school with a focus on test sophistication. Targeted, at risk 10-12 grade students were referred to the school after-school study center for Global Studies/US History after-school tutoring and Saturday Regents Prep. Tutoring as well as extended day school for credit accumulation is also offered..</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Group and individual counseling based on the needs of students as determined by assessments. At-risk services include individual counseling conducted by the school's guidance counselors. Referrals are made to the school-based social worker. Referrals are also made to the SPARK program and external community based organizations, hospitals, mental health services and related agencies.</p>

<b>At-risk Services Provided by the School Psychologist:</b>	The campus-wide psychologist provides assessments, counseling and referral services to selected students and their parents/guardians.
<b>At-risk Services Provided by the Social Worker:</b>	Group and individual counseling based on the needs of students as determined by assessments. The school's social worker works closely with the guidance and administrative staff to assist students and their parents with school and family related issues (i.e. behavior issues, living conditions, referrals to agencies and organizations for school/home related issues).
<b>At-risk Health-related Services:</b>	Students with at-risk health related issues were referred, with parent consent, to the on campus Lutheran Medical Center, which has onsite doctors, nurses and health practitioners. They provide onsite health care and make referrals when needed. Students who need daily medication are referred to this center with parental written consent.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

**Part B: CR Part 154 (A-4) Bilingual/ESL Program Description**

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Type of Program: \_\_\_ Bilingual \_\_\_x\_\_\_ ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2007-08: \_\_\_\_\_ 0 \_\_\_\_\_  
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
- A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).  
The ESL program at STAR Early College School consists of one advanced level student. One ESL teacher is teaching the ESL student for STAR Early College School (17k543 – Ms. Emily Donbeck). Ms. Emily Donbeck is a campus wide ESL teacher who is using a diversified array of pedagogical tools (such as scaffolding, group work, student centered activities, accountable talk, expeditionary learning etc.) to make the learning process as diversified and interesting as possible.
- B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.  
There is only 1 student at STAR who requires ELL services. This student speaks and understands English at advanced levels. This student received all of the services previously mentioned for at-risk students as well as NYSELAT test prep and practice. The ELL student is fully integrated into the school environment. The student is a member of various clubs and is active in student government.
- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.  
Parent Association meetings and workshops designed to familiarize parents with graduation requirements, promotional standards, testing schedules and overall academic progression of students. Creation and continued development of STAREC.ORG, a school specific website that allows parents to view week by week updates, news, information and postings with relation to school functions and activities as well as communicate directly (via email) with administrators, teachers and staff. Communication with parents was instituted by letters, the School Messenger System, telephone calls and periodic progress reports were sent home four times a year in addition to report cards. Translation services where needed were provided in collaboration with the DoE Office of Translation and Interpretation, school staff and Brooklyn College's foreign language department.

- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.  
Intensive Professional Development will be provided to all staff, including targeted teachers in the English Department, focusing on ESL instructional strategies which will include:
- Orientation on LAP Policy and overview of English Language Learner services provided by NYCDoE and NYSELAT.
  - Training on NYSELAT implementation and scoring
  - Professional Development Opportunities centered on infusing ESL strategies into content areas i.e. English, Social Studies, Science and Mathematics
  - Professional Development Opportunities centered on implementing differentiated instruction with respect to using vocabulary, writing and oral speaking that promote literacy acquisition for ELL students. The integration of instructional technology will be explored to identify Internet based and online multi-media programs that can be infused into the English curriculum.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.  
There is 1 student at STAR who requires LEP (ELL) services. The support services are as described above in Part 154 A.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08**

**School Building:** \_\_Science, Technology and Research Early College School\_\_\_\_ **District** \_\_17\_\_\_\_\_

**List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.**

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
0	1	0	0	0	0	1

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

**Part D: CR Part 154 – Sample Student Schedules**

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

# **SAMPLE STUDENT SCHEDULE 2008-09 (ESL)**

ESL Program Type:             Free-Standing     Push-in             Pull-out  
Indicate Proficiency Level:     Beginning             Intermediate         Advanced

**School District: 17                      School Building: STAR Early College School**

See below



NYC Department Of Education  
**Student Program Card**



December 01, 2008

4:15:55PM

SCI TECH &amp; RESEARCH HS ERASMUS

School: **17K543**School Year: **2008-2009**Term ID: **1**

Counselor:

Name: Sex: Student ID: Grade Level: **09** Official Class: **09D**

Sorted By: Student Name Select Option: Student Id: Official Room:

Period ID	Course Code	Section	Title	Teacher	Room #	Cycle Day
1	M2A	01	Int Algebra	ALEXANDRE	3N34	MTWRF
2	M2A	01	Int Algebra	ALEXANDRE	3N34	MTWRF
3	H2A	01	GLOBAL 1&2	CAMASTRO	2N32	MTWRF
4	H2A	01	GLOBAL 1&2	CAMASTRO	2N32	MTWRF
5	ZLUN	01	LUNCH	LUNCH	CAFÉ	MTWRF
6	SS1	02	LIVING ENV	WATSON	3N38	MTWRF
7	P\$F	02	PHYS ED	WYETH	1N25	M--W--F
7	SS1L	02	LIVINGENVL	WATSON	3N38	--T--R--
8	E2A	02	ENG 1&2	LOUIS	2N14	MT--RF
8	GG1	02	Coll Adv 1	LOUIS	2N14	----W----
9	ESL	01	ESL	DONBECK	2N14	--TWRF

UPDATED – OCTOBER 2008

# SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual) – NOT APPLICABLE

Bilingual Program Type:        \_\_\_ TBE                    \_\_\_ Dual Language  
 Indicate Proficiency Level:    \_\_\_ Beginning        \_\_\_ Intermediate        \_\_\_ Advanced

School District: \_\_\_\_\_ School Building: \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>2</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>3</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>4</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>5</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>6</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>7</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>8</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>9</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>10</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					



**Form TIII – A (1)(b)**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation: NOT APPLICABLE</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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

**The methodologies used to assess your school's written and oral translation and interpretation needs are:**

- **During our new Parent Orientation at STAR Early College School and at Brooklyn College surveys are distributed and collected to determine language needs. Translations are done in Spanish and French.**
  - **Review of student data to ascertain the home languages of entering 6<sup>th</sup> and 9<sup>th</sup> graders.**
  - **Review of Blue Cards, parent information forms and surveys to identify parent/guardian home language.**
  - **Daily and on-going communication with parent/guardian to identify translation needs.**
  - **Monthly parent surveys administered by STAR EC.ORG website**
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

**Based on the various surveys distributed, we have determined that 1% of the parent population is in need of translation and interpretation services. This population is comprised of Spanish and Haitian/Creole language speakers. These findings are also reported to our Parent Association Executive Board and the School Leadership Team, administration and teaching staff. Parent/home dominant languages are recorded and disseminated to the Parent Coordinator who liaises with the NYC DoE Office of Translation and Interpretation, the school's foreign language department and Brooklyn College's language department for translation and interpretation support. A log of assistance will be maintained to record the translation/interpretation services provided to parents/guardians.**

#### **Part B: Strategies and Activities**

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

**The school, under the direction of the Parent Coordinator and in consultation with DoE's Translation/Interpretation Unit will provide written translation of:**

- **Parent Association Meetings, School Leadership Meetings and parent workshop/activities**
- **School academic learning reports including student progress reports, school procedures, regulations and DoE Discipline Codes and Chancellor Regulations as needed.**
- **School related letters, invitations and other school related written and oral correspondence.**
- **Announcements from the various DoE departments like the Parent Engagement Unit will be disseminated in appropriate parent home language using the services of the DoE website and translation unit.**

**In addition written translation services will be provided through the Department of Education's Translation and Interpretation Unit. This unit will be contacted requesting I/U services in the appropriate languages needed. In addition, our Spanish teachers will continue to provide onsite translation/interpretation support as well as foreign language graduate students from Brooklyn College when needed.**

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

**Oral interpretation services will be provided through our foreign language teaching staff and Brooklyn College foreign language students in addition to any request for on site interpretation service request from DoE Translation Unit.**

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

**Notification of Translation/Interpretation services to foreign language speaking parents will be achieved at the beginning of the school year and continuing through out the year by means of: school messengers system, distribution of flyers and mailings. During school events such as Open School Night, Open House parent workshops/assemblies and Parent Teacher Conferences documents will readily be made available to these parents/guardians in their home languages.**

## **APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

### **Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### **Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

1. Enter the anticipated Title I allocation for the school for 2008-2009 \$431999.00
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$4320.00
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$19,358.00
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year \_\_\_\_\_ 94% \_\_\_\_\_
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.  
We have provided funds to cover associated course work necessary to change teacher status to “highly qualified.”

### **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

1. **School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

## 2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

### School Parent Compact

STAR EARLY College School , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.

#### **Required School-Parent Compact Provisions**

##### **School Responsibilities**

*STAR Early College School* will:

⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- a) We will use effective methods and instructional strategies that are based on scientifically-based research that:
  - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of all students.
  - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - Are consistent with and are designed to implement State and local improvement, if any.

⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

once in the Fall term and once in the Spring term.

⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

\* All parents have been given email accounts from our website echalk.com and mygradebook.com where parents have 24 hour/7 day a week access to their child's progress and grades. Teachers can email grades directly to parents and parents are encouraged to email teachers. Those parents who do not have internet access are given monthly progress reports.

⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Parents are free to consult with teachers at any point during the day with the exception of instructional time.

⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Parents are encouraged to partner with their child in all aspects of the educational process.

- ⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- ⇒ involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- ⇒ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- ⇒ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- ⇒ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- ⇒ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ⇒ provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- ⇒ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

### **Parent Responsibilities**

We as parents will support our children's learning in the following ways:

- ⇒ supporting my child's learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school;

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- monitoring attendance;
  - talking with my child about his/her activities every day;
  - scheduling daily homework time;
  - providing an environment conducive for study;
  - making sure that home is completed;
  - monitoring the amount of television my children watch;
- ⇒ volunteering in my child’s classroom;
- ⇒ participating, as appropriate, in decisions relating to my children’s education;
- ⇒ participating in school activities on a regular basis;
- ⇒ promoting positive use of my child’s extracurricular time.
- ⇒ staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school’s discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement.)

**Optional Additional Provisions**

**Student Responsibilities (revise as appropriate to grade level)**

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

Name	Signature	Date
School – Print Name		

Parent(s) – Print Name		
Student (if applicable)- Print Name		

**(NOTE: Signatures are not required. The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - b) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - c) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

**NCLB/SED Status:** In Good Standing **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All School Improvement Schools (SINI and SRAP)**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (a) Provide the following information: 2008-09 anticipated Title I allocation =; 10% of Title I allocation =
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)  
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**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** Not Applicable

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. **We are constantly reviewing the ELA curriculum. Any observed gaps between the school's curriculum and the State Standards are immediately corrected. The curriculum contains an element of a spiraling review of all topics taught. It is our intention that even though some topics may be omitted (teacher absence, lack of time etc.) or not covered in depth the spiraling nature of the curriculum will allow for the students to make up the deficiency. Our ELA classrooms are supplied with all the materials needed by the teachers. Special emphasis is placed on providing material for our one ESL student and others who may be struggling, as evidenced by our periodic assessment reports (ACUITY) and interim assessment reports. Extended Day and Saturday School programs are offered for these students. The New York State Learning Standards for ESL are displayed in the ELL classroom. Our ELL teacher (campus-wide) attends all district and regional trainings and professional developments. Every effort is made to align instruction and assessment to New York State Learning Standards and Guidelines.**

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Our curriculum is standards-based. Our team of teachers meets three times weekly to monitor alignment through the electronic curriculum mapping systems. We are constantly working to adjust and improve the cohesiveness of our curriculum both vertically and horizontally to streamline our curriculum for closer mapping onto NYS standards.**

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**We are in the process of switching from a Math A/B curriculum to an Algebra/Geometry/Trigonometry program. We believe that some gaps existed between the Math A curriculum and the State Standards. A review of the Math A curriculum indicates that there was a heavy emphasis on the NYS Regents examination vs. the standards of learning. Our entire mathematics team has analyzed**

the Algebra curriculum and is reviewing the Geometry curriculum to ensure a high level of alignment with the New York State Learning Standards for Mathematics. We will place a high degree of emphasis on the inclusion of the process and content strands in each lesson.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Our teaching team supports this finding. It's clear from our findings that the Math A curriculum was a road map towards preparing students for success on the Regents exam. However, the weakness of the curriculum lies in the absence of detailed support of skills identified in the process and content strands.**

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**We will increase the emphasis of our focus in professional development and common planning to include the process and content strands as we move through the new curriculum for Integrated Algebra and Geometry.**

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. **We don't find this data to be consistent with our practices in the middle or high school. The middle school teachers consistently use a variety of instructional strategies to deliver instruction. Based on low-inference observations from last year, we found 81% of classes taught in middle school to use strategies other than direct instruction. In the high schools, we find the percentages to be closer to we observed. We found 42% of classroom instruction time to be direct instruction.**

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**The administrative team conducted routine, composite observations to gather data which would determine the frequent use (or lack thereof) of multiple instructional strategies.**

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**The percentage of direct instruction in the high school needs to shift downward to account for all learning styles. While the level of student engagement is satisfactory, we have developed a professional development calendar focused on exposing teachers to a variety of instructional strategies.**

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Direct observations by the Principal, AP Mathematics and the Instructional Leadership Team contradict the findings.**

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**The findings are not relevant to STAR. We have only had to replace one teacher who is currently on sabbatical.**

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**We have a turnover rate of 2% for 2008-2009 and an average turnover rate of less than 2% since the inception of the school.**

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The ELL teacher started teaching this school year. In order to help her better understand the requirements, complexities and nuances of the ELL program she attends every possible meeting, training and professional development available. The amount of training and professional development available is adequate.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The ELL teacher has responded to all requested ELL reports and consistently submits work of high quality and caliber. We believe this is direct evidence of the professional development in which she has participated.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not

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disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. All of our teachers (including the ELL teacher) receive transcripts and all relevant exam data for every student. One of our objectives is to ensure that teachers increase their use of data to determine how best to monitor progress. In the ELL program it is essential to provide relevant and timely data to the Guidance Counselors and the ELL teacher. These exam results (NYSESLAT, LAB-R) determine in what level the student must be placed (beginners, intermediate, advanced).

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

All internal and external audits conducted at our school show that 100% of our ELL students and being served and 96% of those are placed in the proper classes. The few students who are not placed properly are either Special Education students or graduating seniors and other considerations take priority.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

STAR Early College School follows the guidelines of Chapter 408 which is a mandated document issued by the Department of Education of the state of New York. This document mandates that all general education, special education and related service providers receive a copy of the Individualized Education Program (IEP). All teachers have access to view IEP's. Staff development is provided by the Special Education Council to thoroughly instruct all teachers on how to properly read and decipher an IEP. Differentiation of Instruction is provided to all students who are not only ISS, but also be low performing. The Collaborative Team Teaching model is teaching style that is embraced in STAR. To this end, the ISS and general education teacher are given common planning time to further enhance their understanding of the ISS students and how to interpret the IEP for quality and rigorous teaching.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

**UPDATED – OCTOBER 2008**

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. All testing accommodations and modifications are extracted from the IEP for easy access for teachers. This is done by pulling the accommodations/modifications and placing them on a grid for easy access. This ISS teacher and gen. education teacher collaborate on how these accommodations will be put into effect. Collaboration between the general education teacher and special education teacher is essential for effective test conditions for instruction. Goals and objectives are created subject by subject. The rigor of the curriculum drives the IEP and instruction of ISS students. Students who have been identified as needing behavioral goals and objectives are given individualized behavioral plans. These plans are created by the Related Service Counselor (if the students have counseling on IEP), general education, and special education teacher. The collaboration of these individuals is essential to allow for effective behavior modification for the ISS students. The goals are distributed to pertinent staff that is in contact with the student on a daily basis. If there are students who are in need of a Behavior Intervention Program, the IEP team will convene and create an effective plan that will describe the behavior that interfere with learning, what behavior changes are expected, what strategies are going to be tried to change the behavior, and what supports will be employed to help the student change the behavior.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Collaboration between general education students and special education students is paramount to functionally carrying out the goals, objectives, academic performance, and accommodations as mandated in the IEP. The general education and special education teachers regularly monitor student behavior. This allows them to analyze whether or not goals need to be updated by increasing behavioral objectives or decreasing them. This method proves to be effective because the support that is given has a direct impact on academics.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will continue to monitor all student progress with the use of data, as well as conferences with the IEP team and those individuals who work closely with our students. This is necessary for student growth and development. This also effects their academic, social, and emotional growth. Additionally, this enables our staff to further enhance collective knowledge of our population.

## CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.  
Thank you!

Submit date: **Jul 16, 2008**      Email address: **hcourse@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

School DBN	17k543
School Name	HS for Democracy and Leadership
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 57,478
Principal Name	Henrietta Coursey
Principal Email	hcourse@schools.nyc.gov
Principal Phone	5642540

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes  
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes  
 No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs	
Summer School Programs	
Dedicated Instructional Time	\$ 57,478
Individualized Tutoring	

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Please describe the program.

**Targeted intervention services for the at-risk student in English**

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing program?

pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Learners (ELLs)?

- Yes
  - No
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