



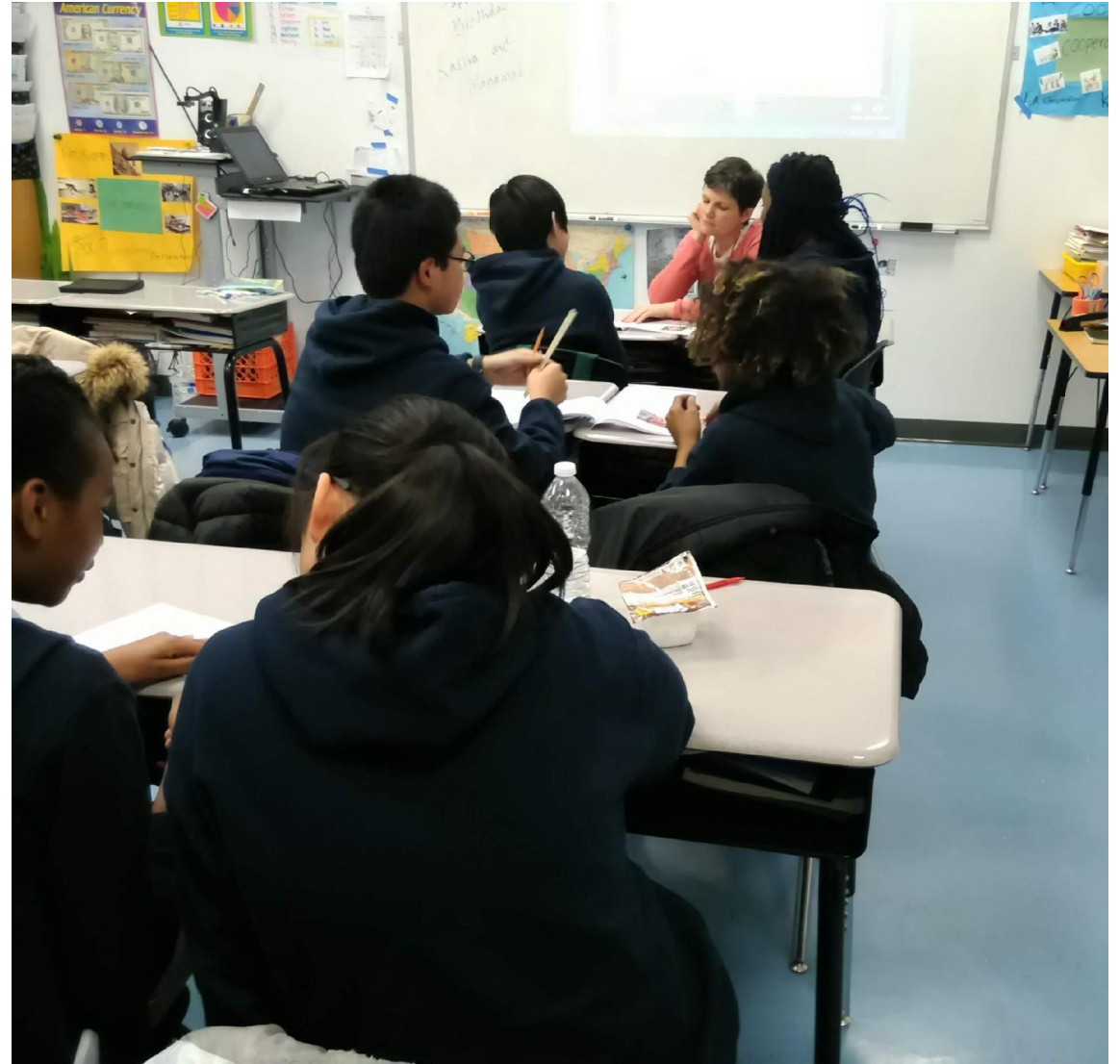
# Stars Newcomer Program



# Who are the Stars?

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- new to the United States
- beginning stages of learning English
- middle school students ages 11-15
- engaged in grade level content and skills



# Folk Arts-Cultural Treasures: Who We Are



[To read the whole statement click here](#)

The Folk Arts–Cultural Treasures Charter School comes out of a history of struggle:

- for equity and justice for Asian American students and immigrant and refugee students of all races in the public schools;
- for public investment and public space in the under-served Chinatown community;
- & for public schooling that engages children as active participants in working for a just society.

After a decade and a half of public school advocacy and organizing, Asian Americans United decided to start a school that would **address the particular needs of Asian American immigrant and refugee students**, with an emphasis on the Chinatown community, and create the kinds of changes we had been advocating.

FACTS is designed to provide expertise and knowledge regarding the needs of Asian American and immigrant students; to bridge the gulf of isolation, unfamiliarity with institutions, and language barriers that prevent parents and community members from playing active roles in the education of their children; and to provide our students with the character, skills, and sense-of-self they need to thrive in this world.



# Stars Program History and Model

- The Stars program started in 2017.
- Students build community in a self-contained class most of the day.
- Core classes: math, English, social studies and science.
- Stars are integrated into middle school for electives, ensembles, lunch and recess.



## WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none"><li>specialized or technical language reflective of the content areas at grade level</li><li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li><li>oral or written communication in English comparable to English-proficient peers</li></ul>
5- Bridging	<ul style="list-style-type: none"><li>specialized or technical language of the content areas</li><li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li><li>oral or written language approaching comparability to that of English-proficient peers when presented with grade level material</li></ul>
4- Expanding	<ul style="list-style-type: none"><li>specific and some technical language of the content areas</li><li>a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li><li>oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support</li></ul>
3- Developing	<ul style="list-style-type: none"><li>general and some specific language of the content areas</li><li>expanded sentences in oral interaction or written paragraphs</li><li>oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written narrative or expository descriptions with sensory, graphic or interactive support</li></ul>
2- Beginning	<ul style="list-style-type: none"><li>general language related to the content areas</li><li>phrases or short sentences</li><li>oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support</li></ul>
1- Entering	<ul style="list-style-type: none"><li>pictorial or graphic representation of the language of the content areas</li><li>words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support</li><li>oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support</li></ul>

# Who can join the Stars program?

1. Students new(er) to the United States
2. Going to grades 6th through 8th
3. In the 1.0 to 2.9 range on the WIDA ACCESS





# Logistics

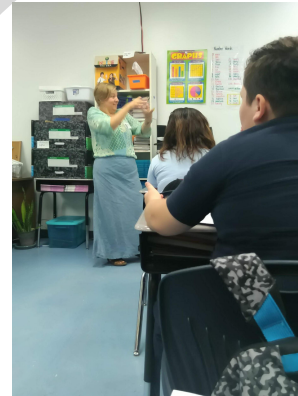
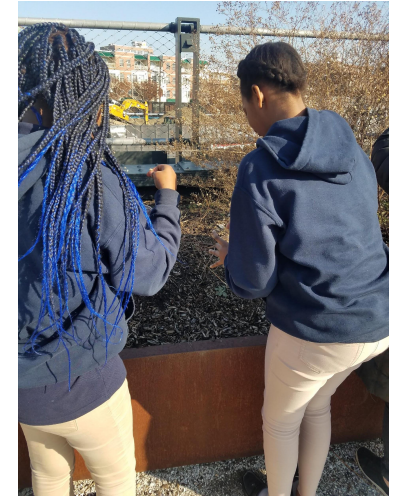
- Located in Chinatown North (Center City)
- Bussing is available
- We will need an [Intent to Enroll form](#) and the students most recent WIDA scores.
- We are a K-8 school. Siblings will have preference in next year's lottery.



# Curriculum Design:

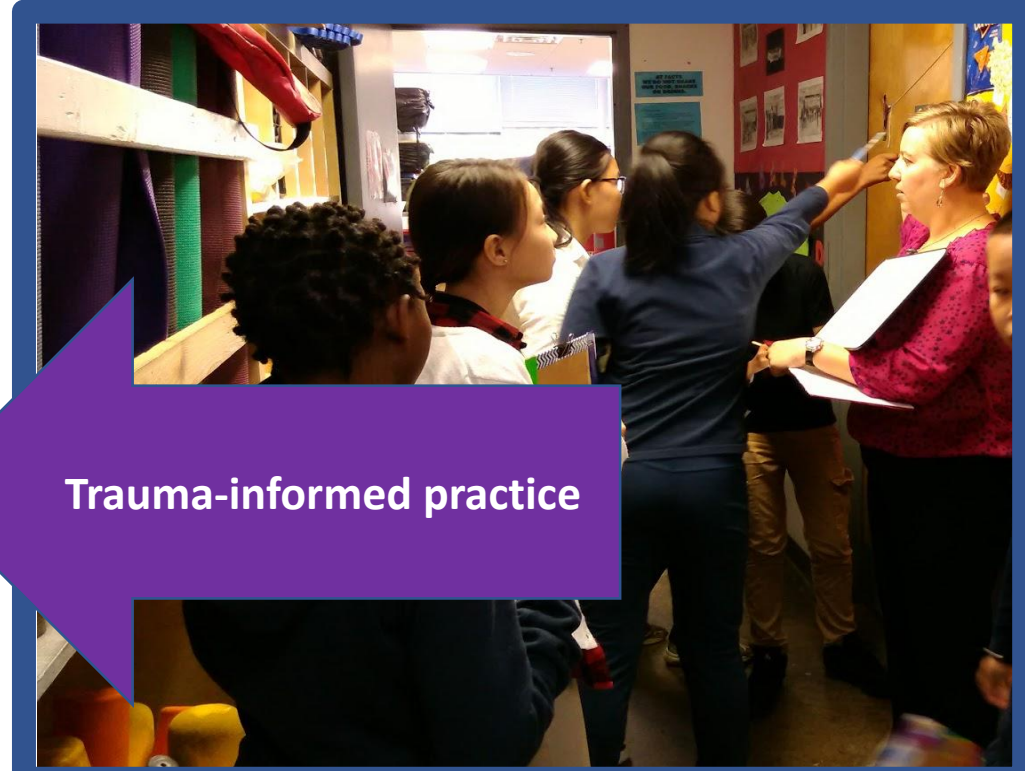
1. maximize language learning
2. trauma-informed environment
3. ethnographic tools and practices

**Real-world learning in  
a safe environment  
that helps to increase  
language learning!**



# Stars students study and explore our communities.

- School as a community
- Chinatown neighborhood
- Foodways
- Philadelphia neighborhoods
- Public Transportation



Language  
Learning with  
meaningful context

Ethnographic tools and skills

Trauma-informed practice



# Interested?



**Learn more:**

<http://www.factschool.org/en/middle-school-newcomer-program/>

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