



**Department of
Education**



**ASTOR COLLEGIATE ACADEMY
11X299**

**2009-2010
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: DISTRICT 11, BRONX, NEW YORK, 11X299
ADDRESS: 925 ASTOR AVENUE, BRONX, NEW YORK 10469
TELEPHONE: 718-944-3420
FAX: 718-944-3638

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 11 x 299 **SCHOOL NAME:** Astor Collegiate Academy

SCHOOL ADDRESS: 925 Astor Avenue Bronx, New York 10469

SCHOOL TELEPHONE: 718-944-34218 **FAX:** 718-944-3638

SCHOOL CONTACT PERSON: Rose LoBianco, Principal **EMAIL ADDRESS:** rlobian@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: George Cherry

PRINCIPAL: Rose LoBianco

UFT CHAPTER LEADER: Douglas Novak

PARENTS' ASSOCIATION PRESIDENT: Jackie Williams

STUDENT REPRESENTATIVE:
(Required for high schools) Paul Piquero

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 11 **SSO NAME:** Leadership Learning Support Organization
Children First Network 17

SSO NETWORK LEADER: CFN: Richard Cintron

SUPERINTENDENT: Elena Papaliberios

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; 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 a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Rose LoBianco	*Principal or Designee	
Douglas Novak	*UFT Chapter Chairperson or Designee	
Jackie Williams	*PA/PTA President or Designated Co-President	
Maria Salome Piquero	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Liri Gjevukaj	DC 37 Representative, if applicable	
Paul Piquero	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Calesia Blake	Student Representative	
	CBO Representative, if applicable	
Justin Rishel	Member/ UFT	
Josephine Cannariato	Member/parent	
Laura Scarpinato	Member/Recording Secretary	
Rosaline Torruella	Member/Parent Coordinator	
George Cherry	Member/ CSA	
	Member/	
	Member/	

Signatures of the members 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.

* Core (mandatory) SLT members.

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.

Astor Collegiate Academy is a small learning community located on the larger campus of Columbus High School. Our school enrollment has increased since last year as we now service 473 students. As an integral member of the campus, our school and its members work collaboratively with the other schools to create a safe educational environment for all of our students. Astor's teachers and students take pride in our staff and student diversity, our family-like culture, our commitment to place each child first, and our uniqueness to offer our students a full diversified repertoire of college preparatory coursework supplemented by the inclusion of classes in Business and Technology.

Students balance an array of both rigorous academic and business content area coursework. Our academic program has been enriched by the addition of Honor courses in English and writing intensive courses across all grade levels, along with supplemental Mathematics courses on the 9th grade level. Moreover, we have redefined the academic rigor in our course offerings through the inclusion of Calculus, AP US History, AP English, AP Environmental Science, and AP Spanish. All of our students are mandated to take three years of business classes, which sets us apart from the other schools in the building. Additionally, we have incorporated an Internship Program which provides part-time internship placements to qualifying students in their senior year in fields such as art, business, education, media, government, health, law, social services and the trades. Students will be selected to explore career goals and apply their business and technical skills to real world situations. This year, we have also expanded student exposure in the cultural arts, as selected faculty members are involved in cross-curriculum study and provide students with the ability to attend Broadway plays, work with our college partner to view photography exhibits, dance workshops and mural designs accentuating individuality and content study.

Lehman College, our lead partner, provides early college awareness for our students through college visits, college classes and curriculum, and the TRIO Program. This year we have expounded on the partnership through the acquisition of transitional high school-to-college courses in English, namely the Comic Literature Course and the College Access Success Program (CASP). Both are taught by teachers within our school or campus and supported by Lehman and CUNY in terms of curriculum, process, resources and professional development for teachers. Teachers have the unique opportunity to come together on a regular basis to collaborate and discuss best practices for our school community, while exploring opportunities to educationally supplement students' coursework in a multitude of ways. 9th grade students have the potential of earning elective credits in project-based English and Math classes each Saturday, 10th grade students can enroll in new elective courses of Robotics and Forensics, 11th and 12th grade students who have scored a 75% or higher on the English and Math regents examination are given the opportunity to take free college level courses. Additionally, eligible students are enrolled in a pre-English College Level course, where they will obtain college credits as well as the skills and preparation to master the English Regents in June. We are extremely proud of our student achievements, hard work and diligence and highly recognize them through various awards, ceremonies and celebrations each marking period.

Our Vision is clear. The staff at Astor Collegiate Academy is dedicated to placing our students first. We are committed to seeking every opportunity to understand our students holistically in an effort to:

- a. personalize instruction and approach to respond to students' diverse needs
- b. develop individual student potential, intellect and character
- c. prepare students for college, the workplace and the pursuit of their life's goals.

Each and every day, Astor staff seeks to implement and accomplish this vision. Thus, we embrace the following Mission:

- ✦ Built around the *belief* that all students can learn and our *commitment* to understand our students holistically, we will be collecting and consistently using data to understand each child's readiness, interests and learning profile. This knowledge will enable us to set suitably high goals to improve student achievement and to accelerate each student's learning so that his/her fullest potential can be reached.
- ✦ Focusing our efforts on *personalizing* instruction, faculty will be providing an academically rigorous and differentiated curriculum in alignment with individual goals which will challenge students to become more disciplined learners, to think critically, solve problems, offer questions and actively reason. The instructional setting will be clearly focused and supportive, expose students to meaningful real-life situations, and prepare our students for graduation, college, and pursuit of their goals in an ever-changing world. We strive to create a family of students, parents and teachers who are dedicated to the love and pursuit of lifetime learning.
- ✦ Underlying the value of education is our overwhelming desire to create a safe community where *mutual trust and respect* exist between faculty and students. It is our hope that through our modeling and example, we will inspire and support the growth of young adults with the highest character who value integrity, self-worth and a commitment to their community and world.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT											
School Name:		Astor Collegiate Academy									
District:	11	DBN #:	11 X 299	School BEDS Code #:	321100011299						
DEMOGRAPHICS											
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7		
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded					
Enrollment:				Attendance: % of days students attended							
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09				
Pre-K	0	0	0		84.0	84.2	TBD				
Kindergarten	0	0	0								
Grade 1	0	0	0	Student Stability: % of Enrollment							
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09				
Grade 3	0	0	0		94.7	94.1	TBD				
Grade 4	0	0	0								
Grade 5	0	0	0	Poverty Rate: % of Enrollment							
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09				
Grade 7	0	00	0		70.5	83.2	62.0				
Grade 8	0	0	0								
Grade 9	133	148	155	Students in Temporary Housing: Total Number							
Grade 10	114	139	151	(As of June 30)	2006-07	2007-08	2008-09				
Grade 11	74	75	90		4	1	TBD				
Grade 12	66	58	43								
Ungraded	0	0	0	Recent Immigrants: Total Number							
				(As of October 31)	2006-07	2007-08	2008-09				
Total	387	420	439		8	5	7				
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number							
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09				
Number in Self-Contained Classes	14	12	12	Principal Suspensions	40	58	TBD				
No. in Collaborative Team Teaching (CTT) Classes	19	30	36	Superintendent Suspensions	6	7	TBD				
Number all others	12	30	27								
<i>These students are included in the enrollment information above.</i>											

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name: Astor Collegiate Academy							
District: 11	DBN #: 11 X 299	School BEDS Code #: 321100011299					
DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)		Special High School Programs: Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	TBD	TBD	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	22	33	47	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	0	7	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	21	25	26
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	5	11	11
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	0	2
	8	11	26	Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.3	0.5	0.5	Percent more than two years teaching in this school	33.3	36.0	69.2
Black or African American	40.6	44.3	41.7	Percent more than five years teaching anywhere	23.8	24.0	34.6
Hispanic or Latino	48.8	43.3	42.8				
Asian or Native Hawaiian/Other Pacific Isl.	2.8	2.0	3.6	Percent Masters Degree or higher	52.0	56.0	69.0
White	7.5	9.0	10.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	94.6
Multi-racial							
Male	56.6	55.7	55.4				
Female	43.4	44.3	44.6				

2008-09 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):		
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level	
	ELA:			ELA:	IGS
	Math:			Math:	IGS
	Science:			Grad. Rate:	IGS

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				X	X	X
Ethnicity						
American Indian or Alaska Native				---	---	
Black or African American				X	X	
Hispanic or Latino				X	X	
Asian or Native Hawaiian/Other Pacific Islander				---	---	
White				---	---	
Multiracial						
Other Groups						
Students with Disabilities				---	---	
Limited English Proficient						
Economically Disadvantaged				X	X	
Student groups making AYP in each subject	0	0	0	4	4	1

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	TBD	Overall Evaluation:	Did not have a review
Overall Score	TBD	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	TBD	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	TBD	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	
Note: Progress Report grades are not yet available for District 75 schools.			

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, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) 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 implications 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?
-

Since our *Quality Review in April 2008*, faculty and staff recognize the need to diligently study student data, assess student needs and ensure that coursework is responsive and rigorous enough to meet student learning needs at weekly professional collaborative inquiry team conference meetings. However, these curricular decisions are only the beginnings of measurable, actionable goals so that plans for struggling students are established. It had been suggested by the Quality Reviewer that interim goals and timeframes for teachers and students must be more purposeful, sufficiently explicit and stated in measurable terms so that students are skilled in setting their own learning goals to achieve graduation. Careful analysis of patterns and trends in student data from *ARIS (ATS and HSST)*, *the ITT Data Tool*, *Scholarship Reports*, *Item Analysis* and *our latest Progress Report 2008-2009*, reveal that students in the lower 1/3 need Citywide to make greater progress in ELA and Math. It is also evident that students need to improve performance on Regents Examinations, with particular focus in Social Studies (both Global History and Geography and United States History) for our ELL and Integrated Team Teaching populations on the 10th and 11th grade. Teacher classroom observations of student work products and examination of regents exams have uncovered the need to create a school-wide focus on writing with particular emphasis on analyzing content, gathering evidence, justifying arguments, considering multiple perspectives and making connections to previous learning. It is precisely for this reason that our goals outlined in the subsequent section are established and defined so that we can help students achieve greater progress and critical thought, assist them in performing at a more accelerated pace in terms of credit accumulation and improve performance on regents' examinations.

A very huge aspect of Astor Collegiate Academy's vision is to understand each child holistically in our endeavor to build intellectual capacity and character. Some of the greatest accomplishments over the last several years which enabled us to gain a better understanding of how students learn and equip them to succeed academically, emotionally and socially include:

- ***Development of Children's First Intensive tools*** for a greater range of our faculty through the establishment, expansion and evolution of our one ***Inquiry Team*** (2007-2008) into ***two Inquiry teams*** (2008 -2009) that engaged more staff in self-study and detailed analysis around qualitative and quantitative data of ELL's who were deficient in credits and Special Education

students who scored 1 and 2 on the Social Studies Regents exam. As a consequence of these practices and processes, we had sufficient means to duplicate this process school-wide to include a wider range of students and staff across grade levels.

- ***Dedicated daily grade team meetings on each grade level*** where counselors, social worker, teachers, parents and administrators meet to extensively analyze data to collaboratively set student goals, case conference and speak to students to discuss their progress, areas in need of improvement and a plan of action for achievement. Students are very aware of their own “data portfolio.” The consistency of the meetings enables all staff to establish timeframes, assess action plans, and further investigate how data can drive the instructional process. Student goal setting embodies student and all staff involved in this case conference meetings. Learning targets and benchmarks to determine if learning targets are accomplished are determined. Intensive guidance and social worker support in providing strategies for ***behavioral modification*** and plans for academic intervention are also discussed.

- ***Implementation of changes in the daily instructional program*** which were responsive to individual student needs as assessed by the compilation of student data and ongoing dialogue with teachers and support staff, specifically:
 - ✓ Alteration of the sequence of social studies courses, namely Global History in the 9th and 10th grade and US History in the 11th grade.
 - ✓ Alteration of the length of terms of science classes from three terms to two term (1 year), culminating in a regents examination in June and/or August, beginning with Living Environment, Earth Science and Chemistry,
 - ✓ The incorporation of classes which will differentiate math and science for students who are on track for the Math and Science regents (so that they are eligible for the Advanced Regents Diplomas) while offering classes to those who need additional support,
 - ✓ The incorporation of content skill classes to support the content area regents classes and the addition of elective classes based on student interests.
 - ✓ The addition of an Internship Program for our Seniors who are on track to graduate,
 - ✓ The reduction of class sizes on the 10th and 11th grade,
 - ✓ Alteration of ESL push-in to support the most needed areas in **Science and Global studies** among the 9th and 10th grades respectively,
 - ✓ The implementation of resource rooms on each grade level where dedicated teachers provide the academic and emotional support within the day,

Strategic budgetary decisions were made over the fall and spring terms which maximized the utilization of staff in order provide direct services to students.

- ***Support of the instructional program with off-site and on-site Professional Development that is “by teachers, for teachers”*** in that it is relevant to the learning processes in the classroom and school, is intensive and continuous, and displays best practices by teachers that can be utilized in the classroom. The formation of “collaborative communities” of teachers working with the support of the Leadership Learning Support Organization has strengthened our collaborative culture and redefined our instructional focus. There had been significant increase in our Professional Development over the past several years, which had included two Mondays per month solely dedicated to the study of data from the Data Tool, Scholarship Report, Item Analysis of Regents, Acuity and classroom assessments and now ARIS as well as our one

Friday per month. Particular attention has been given to our sub-groups: ELL, Special Education, lowest 1/3 and gender. E.L.L. workshops have also been designed and implemented for content area teachers of E.L.L's utilizing vocabulary development and bridging activities for prior knowledge. Workshops with ELA and Social Studies teams have also been initiated whereby teachers are working in concert to examine student writing in both areas, developing a common language for both ELA and Social Studies through a user friendly rubric, while defining and then developing best practice instructional strategies that can be used school-wide for teaching the writing process. Across content areas, teachers are utilizing the Point of Entry Model in delivery of lessons, item analysis more regularly and Acuity and Scantron testing which can provide measurable data to help teachers make modifications in teaching and learning. Simultaneously, it can assist in the establishment of interim goals and timeframes so that students can set their own learning targets.

- ***Support of the instructional program by building capacity in a "safety team"*** that clearly recognizes and articulates the school's vision in building intellect and character in its student body and also incorporates strategies which assist students in proper communication and decision making. Hiring of staff consistent with Astor's vision and mission was highly considered. This is directly aligned with intensive guidance and social worker support in providing strategies for ***behavioral modification*** and plans for academic intervention are also discussed.

- ***Development of an attendance team*** (attendance teacher, school aides, secretary and guidance counselor) to monitor each child's daily attendance to school and specific classes. Structures are in place to identify patterns of individual student attendance habits, communicate these patterns to students, their families, teachers and administration and to incorporate mechanisms that will improve attendance. The significance of attendance in relation to student achievement is thoroughly communicated to staff and students alike while exemplary attendance is highlighted through awards ceremonies and celebrations.

- ***Design of Astor's own credit accumulation and tutoring program*** which is exclusively dedicated to the needs of Astor students and is taught by Astor staff for students who are at risk. Additional periods dedicated to our E.L.L. and Special Education population servicing their unique needs and learning with Wilson and Q-Tel strategies, vocabulary development within content area, interdisciplinary project-based work, and various new computer programs.

It is our belief that the many integral components are essential for continuous school improvement. Over this past year, two notable aids have been added to the school's arsenal: One is the ***increased use of data tools*** that have made relevant student data from multiple sources easily accessible and more efficient and effective in their use for planning and informed decision making. The second is the formation of a ***collaborative community*** which transcends the traditional professional development and offers sustained opportunities for teachers to explore together issues and challenges that have a direct impact on the lives of the children that they teach. It can provide models that help support student learning where teachers are able to share their expertise with one another to improve the overall quality of instruction, increase their practical and theoretical knowledge and grow as professionals. Collaborative communities provide an opportunity for in-depth conversations and analysis of data to challenge predisposed notions about learning, expand the understanding about good teaching and motivate members to re-envision their practice and their professional lives. Furthermore, the inquiry process can engage participants in self-reflection in order to transform pedagogical practice and the context in which it exists. Additionally, teachers can establish measurable goals for all staff

and individual students aligned to school-wide goals. Creating professional learning communities among teachers is necessary if they are to remain connected to their profession, their students, and to one another.

Since we are located on a campus which houses **four** other schools, the most significant concerns that can be a barrier to the school's continuous improvement include the daily challenges we face by the overcrowding, spatial constraints, security demands which translate into loss of our own personnel, and the alignment of our daily schedule to meet the larger needs of the campus. At times, this may hinder our own opportunities for creativity in our schedule. Additionally, while a large number of new and/or untenured teachers can be quite invigorating for the school, additional resources and support must be provided in areas of classroom management, lesson planning and development, and student engagement. Most notably, the budget cuts that we experienced last year, this term and continue to face in the fiscal budget will have an impact on the decision-making process as we fully recognize the goals we need to implement for the upcoming year.

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 2009-10 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 (Improvement, Corrective Action, Restructuring, 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.

<p>Goal #1</p> <p>By June 2010 school year, students passing percentage in US History and Government will increase by 3% as indicated on the US History and Government Regents Examination.</p>	<p>Reference is made to the Student Progress outcome in the 2008-2009 Progress Report for the US History and Government Regents. In relation to the peer horizon and city horizon, our school scored 21.3% and 13.5% respectively; hence our goal to increase student progress in this subject area.</p> <p>We will be providing 100% of students who still need to take and pass the US History Regents exam for the 2009-2010 school year with the required classes and AIS supports they need in order to be successful on the exam.</p>
<p>Goal #2</p> <p>By June 2010, the percentage of students in our school in the lowest third Citywide earning a 75 or higher for the first time will increase by 2% as indicated on the ELA Regents examination.</p>	<p>An analysis of the 2008-2009 Progress Report Data reveals that the lowest third Citywide in ELA earning a 75% or higher for the first time decreased from 6.1% from the previous year to 0.0%.</p> <p>Therefore, we will be providing 100% of students who still need to take and pass the ELA exam for the 2009-2010 school year with the required classes and AIS supports they need in order to be successful on the exam.</p>
<p>Goal #3</p> <p>By June 2010, the percentage of students in our school in the lowest third Citywide earning a 75 or higher for the first time will increase by 2% as indicated on the Integrated Algebra Regents examination.</p>	<p>An analysis of the 2008-2009 Progress Report Data reveals that the lowest third Citywide in Math earning a 75% or higher for the first time decreased from 4.3% from the previous year to 0.0%.</p> <p>Therefore, we will be providing 100% of students who still need to take and pass the Integrated Algebra Regents for the 2009-2010 school year with the required classes and AIS supports they</p>

	need in order to be successful on the exam.
<p>Goal #4</p> <p>By the end of the 2009-2010 school year, 80% of our content area teachers will engage in collaborative inquiry as evidenced by our weekly grade team professional learning communities.</p>	<p>The success of our Inquiry Team during the 2007-2008 school year which had been expanded to two teams in 2008-2009 prompted us to model this process and practice school wide to encompass more content area teachers across grade levels.</p>
<p>Goal #5</p> <p>By the end of the 2008-2009 school year, 80% of our faculty will engage in effective practices to develop subject area curriculum maps aligned to state standards with a differentiated instructional focus.</p>	<p>Teacher reflections, observations and feedback during Professional Development sessions revealed the need to incorporate more interdisciplinary work across disciplines. Thus, we will engage each subject area team in curriculum mapping in an effort to scaffold curriculum vertically and create greater interdisciplinary connections horizontally.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, 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.

Subject/Area (where relevant): US History and Government

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 school year, students passing percentage in US History and Government will increase by 3% as indicated on the US History and Government Regents Examination.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines</p>	<p><u>Staffing</u></p> <ul style="list-style-type: none"> ➤ Additional members of the Inquiry Team have been hired and will focus on 11th grade ESL and Integrated Co-teaching students in US History, specifically in the skill of writing. This will enable us to set short and long term objectives around instructional practice, academic intervention services and examinations in United States History and Government. US History and Government teacher is on the Inquiry Team. ➤ Hire teachers for After-School Tutoring and Credit Recovery Programs. <p><u>Scheduling</u></p> <ul style="list-style-type: none"> ➤ Alter programming parameters to ensure that students will be ready to take the regents and practice document and essay writing and strategies <ul style="list-style-type: none"> ○ Inclusion of an additional/ supplemental class within students’ day for regents preparation and skills ○ Writing Intensive courses in students’ schedules

- The program sequence for Social Studies had been amended so that U.S. History and Government will be offered as a 3rd year sequence, in contrast to its original offering as a 1st year class. Students will be taking Global History 1 – 4 in their 1st and 2nd years.
- Teachers will administer uniform and periodic assessments to identify student needs and to plan for improvement.
- Teachers will utilize Personal Intervention Plans to develop specific learning goals for students.

Professional Development

- Professional development will be available to teachers in the use of ARIS as a means of identifying the needs of individual students and planning targeted and focused instruction.
- Use of Leadership Learning Support Organization's Knowledge Management Content Specialists and Data Tools in guiding curriculum and instructional reform and in analyzing data to personalize instruction.
Learning Support Organization, and the Assistant Principal of curriculum will work collaboratively at mapping curriculum and creating student-friendly essay writing rubrics.

Funding

- The budget will be used to develop an after-school Tutoring Program, Native Language Tutoring, Credit Recovery Program and a Saturday ASTOR Academy Program which target students in US History and Government classes.
- The budget will be utilized to support an additional Inquiry Team Member to support our focus on this group of students.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • TL Data Specialist • TL Children’s First Funding • TL Fair Student Funding High School • TL ELL Success Incentive Grant
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ Analysis of grades at the end of each marking period ➤ Analysis of student work ➤ Personal Intervention Plans where students identify their strengths and areas of weakness and develop academic learning goals. ➤ Review and analysis of periodic assessment and mock regents exams ➤ Professional Development Minutes and Sign- In Sheets ➤ Analysis and passing rate of the 2010 US History and Government Regents

Subject/Area (where relevant): English

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the percentage of students in our school in the lowest third Citywide earning a 75 or higher for the first time will increase by 2% as indicated on the ELA Regents examination.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Staffing</u></p> <ul style="list-style-type: none"> ➤ Stimulus funds have enabled our school to maintain an additional English teacher broadening and supplementing our scheduling capacities as indicated below. ➤ Additional members of the Inquiry Team have been hired and will focus on students’ performance in the lowest 1/3 in ELA, with specific emphasis in the skill of writing. This will enable us to set short and long term objectives around instructional practice, academic intervention services and examinations in English Language Arts. ➤ Parent Coordinator and school aides will make contact with parents/guardians through letter and phone calls to apprise them of attendance status and mandated daily and after-school tutoring. <p><u>Scheduling</u></p> <ul style="list-style-type: none"> ➤ Writing intensive courses have been incorporated as a part of students’ daily schedule ➤ Smaller English class sizes ➤ 10th grade self-contained English course offering students small group instruction supplemented with writing/regents preparation and targeted support. ➤ Regents Preparation Thematic Course for Credit Recovery and Skills course offered to

	<p>students as a part of their daily program.</p> <ul style="list-style-type: none"> ➤ Lehman College (Comic Literature) and CUNY Courses are offered to students as a part of their daily program equipped with curriculum and resources for teachers to support students' success with ELA regents. ➤ Day-time tutoring offered to students as a part of teachers' Circular 6 assignment. <p><u>Professional Development</u></p> <ul style="list-style-type: none"> ➤ Use of Leadership Learning Support Organization's Knowledge Management Content Specialists during our Professional Development Sessions to guide curriculum and instructional reform, to analyze data to personalize instruction, to create student- friendly essay writing rubrics. <p><u>Funding</u></p> <ul style="list-style-type: none"> ➤ Stimulus funds utilized to support an additional English teacher. ➤ The budget will be used to develop an After-School tutoring and Saturday Academy Program that will target students in the lowest 3rd for the English Regents. <p>Guidance Counselor per session offered to support student after school activities.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding</p> <ul style="list-style-type: none"> • TL Data Specialist • TL Children's First Funding • TL Fair Student Funding High School • Rollover Your School's Choice

Indicators of Interim Progress and/or Accomplishment

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

- Periodic Assessments, Mock English Regents and classroom assessments benchmark student performance during the course of the school year
- Teacher Data Binders from Circular 6 tutoring assignments and Data Portfolios from class which track student progress
- Personal Intervention Plans where students identify their strengths and areas of weakness and develop academic learning goals
- Student sign-in sheets from Circular 6 and After-school tutoring
- Phone Logs from parental contact
- Analysis of grades at the end of each marking period.
- June 2010 English Language Arts results
- Progress Report Data

	<ul style="list-style-type: none"> ➤ Day-time tutoring offered to students as a part of teachers' Circular 6 assignment. <p><u>Professional Development</u></p> <ul style="list-style-type: none"> ➤ Use of Leadership Learning Support Organization's Knowledge Management Content Specialists during our Professional Development Sessions to guide curriculum and instructional reform, to analyze data to personalize instruction, to create student friendly essay writing rubrics. <p><u>Funding</u></p> <ul style="list-style-type: none"> ➤ Stimulus funds utilized to support an additional Math teacher. ➤ The budget will be used to develop an After-School tutoring and Saturday Academy Program that will target students in the lowest 3rd for the Integrated Algebra Regents. ➤ Guidance Counselor per session offered to support student after school programs and activities.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • TL Data Specialist • TL Children's First Funding • TL Fair Student Funding High School • Rollover Your School's Choice •
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ Periodic Assessments, Mock Integrated Algebra and classroom assessments benchmark student performance during the course of the school year ➤ Teacher Data Binders from Circular 6 and After-school tutoring assignments and Data Portfolios from class which track student progress.

- Personal Intervention Plans where students identify their strengths and areas of weakness and develop academic learning goals
- Student sign-in sheets from Circular 6 and After-school tutoring
- Phone Logs from parental contact
- Analysis of grades at the end of each marking period.
- June 2010 Integrated Algebra Regents results
- Progress Report Data

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By the end of the 2009-2010 school year, 80% of our content area teachers will engage in collaborative inquiry as evidenced by our weekly grade team professional learning communities.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Staffing</u></p> <ul style="list-style-type: none"> ➤ Data specialist will meet with Inquiry Grade teams to offer assistance in data collection during the common meeting period. <p><u>Scheduling</u></p> <ul style="list-style-type: none"> ➤ The utilization of Circular 6 for small group instruction targeting groups of students who are academically in need along with Grade team common meeting periods to case conference these students are incorporated directly within teacher’s programs. <p><u>Professional Development</u></p> <ul style="list-style-type: none"> ➤ Training by the Data Specialist and Assistant Principal in the use of ARIS for all inquiry communities providing teachers with the ability to develop groups of students so that they can track academic progress, access and post resources, share work and find other teams engaged in similar work. ➤ Training in the awareness of NYSESLAT and IEP data by the Assistant Principal. ➤ Professional Development sessions will aid in the delivery of the Inquiry Teams’ process and findings. These meetings become the vehicle for exchange of information and for developing systematic ways to analyze a range of data to understand learning outcomes for individual students and sub-groups of students.

	<p><u>Funding</u></p> <ul style="list-style-type: none"> ➤ The budget will be used to offer teachers prep period or per session hours to work with Data Specialist and Assistant Principal on the gathering, grouping and analysis of data. ➤ Per Session hours will be offered to ESL and Special Education teams to support the work of the Inquiry Grade Teams.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • TL Fair Student Funding High School • TL One Time Allocations
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ Target group of students is identified for each inquiry grade team. ➤ Student Data Binders are established containing targeted students’ work, ARIS documents, transcripts, report cards, goals, Personal Intervention Plans (PIP’s). Student progress is reflected within these data binders. ➤ Case Studies by Inquiry Grade Teams analyzing student work, student progress, next steps and reflections. ➤ The establishment of Inquiry Spaces in ARIS Connect which will reflect on, share and document work of our teachers. ➤ Weekly Student sign-in sheets from Circular 6 Tutoring and Enrichment ➤ Weekly Teacher Grade Team Agendas and Sign-In Sheets are maintained.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of the 2008-2009 school year, 80% of our faculty will engage in effective practices to develop subject area curriculum maps aligned to state standards with a differentiated instructional focus.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Staffing</u></p> <ul style="list-style-type: none"> ➤ Use of Leadership Learning Support Organization’s Knowledge Management Content Specialists in guiding curriculum and instructional reform and in analyzing data to personalize instruction <p><u>Scheduling</u></p> <ul style="list-style-type: none"> ➤ Monthly Professional Development Afternoon Sessions, entitled “Professional Learning Communities – For Teachers, By Teachers” have been expanded and incorporated directly within the monthly schedule, which will create subject specific collaborative teams. <p><u>Professional Development</u></p> <ul style="list-style-type: none"> ➤ Each Monthly Professional Development Afternoon Session will create an opportunity for specific collaborative teams to work on curriculum maps with a differentiated, standards based approach. ➤ Professional Development on tools related to the NYCDOE Teacher Page which links teachers to New York State Standards, Curriculum design and development, Professional Teaching Standards and ARIS.

	<p><u>Funding</u></p> <ul style="list-style-type: none"> ➤ The budget will be used to support teacher per session hours for additional planning, collaboration and research.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • TL Fair Student Funding • TL One Time Allocations
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ Vertically aligned curriculum map at each grade level for each subject that is shared and posted school-wide teacher to teacher. ➤ Classroom interdisciplinary thematic connections ➤ Teacher observations that exhibit units of study that are grade appropriate and that spiral through learning outcomes

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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 (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – 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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	9	9	9	9			16	1
10	32	24	21	22			14	2
11	46	42	45	27			12	0
12	16	10	31	51			17	1

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA:	<p>Tutoring and regent preparation in the form of small group, one-to-one, or additional preparation classes of no more than 20 students, will be offered to all students, including special needs and ELL students, during the day (period 4 and period 7), after school and on Saturdays. Teachers will also differentiate classroom lessons and tutoring sessions by incorporating smart boards, laptops and other forms of technology to further support those students who have different learning styles. Wherever possible, during their regularly scheduled day, those students who are struggling the most to meet academic standards, specifically our self-contained special education students and beginner ELL students, will have the benefits of a team teaching situation for as many of their core subject classes as possible. Writing intensive courses have been integrated within the 9th grade schedule to level 1 and 2 students emphasizing and practicing a variety of strategies in the categories of meaning, development, organization, language use, and conventions. Personal Intervention Plans have been developed by teachers and Acuity and Scantron testing has been incorporated by teachers which will enable students to identify strengths, weaknesses and an action plan to address these weaknesses. Three of our Special Education teachers have been trained in the Wilson Program and Q-Tel strategies and offer additional classes after school to provide students with additional literacy strategies and techniques.</p>
Mathematics:	<p>Tutoring and regent preparation in the form of small group, one-to-one, or additional preparation classes of no more than 20 students, will be offered to all students, including special needs and ELL students, during the day (period 4 and period 7), after school and on Saturdays. Teachers will also differentiate classroom lessons and tutoring sessions by incorporating smart boards, laptops and other forms of technology to further support those students who have different learning styles. Wherever possible, during their regularly scheduled day, those students who are struggling the most to meet academic standards, specifically our self-contained special education students and beginner ELL students, will have the benefits of a team teaching situation for as many of their core subject classes as possible. Content Area Skills classes are integrated throughout the schedule on all grade levels to offer more personal assistance in regents' strategies and writing. Integrated Algebra Writing Application courses have been integrated within the 9th grade schedule offering a variety of strategies in comprehending and solving word problems in alignment with real world situations. Personal Intervention Plans have been developed by teachers and Acuity and Scantron testing has been incorporated by teachers which will enable students to identify strengths, weaknesses and an action plan to address these weaknesses.</p>

<p>Science:</p>	<p>Tutoring and regent preparation in the form of small group, one-to-one, or additional preparation classes of no more than 20 students, will be offered to all students, including special needs and ELL students, during the day (period 4 and period 7), after school and on Saturdays. Teachers will also differentiate classroom lessons and tutoring sessions by incorporating smart boards, laptops and other forms of technology to further support those students who have different learning styles. Wherever possible, during their regularly scheduled day, those students who are struggling the most to meet academic standards, specifically our self-contained special education students and beginner ELL students, will have the benefits of a team teaching situation for as many of their core subject classes as possible. Content Area Skills classes are integrated throughout the schedule on all grade levels to offer more personal assistance in regents' strategies and writing. Personal Intervention Plans have been developed by teachers and Acuity and Scantron testing has been incorporated by teachers which will enable students to identify strengths, weaknesses and an action plan to address these weaknesses.</p>
<p>Social Studies:</p>	<p>Tutoring and regent preparation in the form of small group, one-to-one, or additional preparation classes of no more than 20 students, will be offered to all students, including special needs and ELL students, during the day (period 4 and period 7), after school and on Saturdays. Teachers will also differentiate classroom lessons and tutoring sessions by incorporating smart boards, laptops and other forms of technology to further support those students who have different learning styles. Wherever possible, during their regularly scheduled day, those students who are struggling the most to meet academic standards, specifically our self-contained special education students and beginner ELL students, will have the benefits of a team teaching situation for as many of their core subject classes as possible. Content Area Skills classes are integrated throughout the schedule on all grade levels to offer more personal assistance in regents' strategies and writing. Personal Intervention Plans have been developed by teachers and Acuity and Scantron testing has been incorporated by teachers which will enable students to identify strengths, weaknesses and an action plan to address these weaknesses.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Students are seen by guidance counselors on a weekly basis to discuss progress in their classes. These meetings are held to encourage and build upon academic successes. Some of the topics that are discussed in these meetings are study skills techniques, transition, peer pressure, employment skills, and social skills. If students are not performing to their potential, they are placed on daily progress reports. These reports are signed by each of their teachers after each class is held. These reports are brought home for parents to view, sign and understand what their child is doing in school on a daily basis. Once these reports are signed by the parents, students submit them to their guidance counselor to be placed in their folder and discussed by the end of the week. Students are also included in guidance workshops which outline the importance of passing their classes in order to qualify for New York State high school diplomas as well as guidance workshops on anti-bullying and school fighting, and conflict with authority. Guidance counselors also contact parents of students who are excessively absent. Parents are issued letters and mandated to attend meetings to discuss their child.</p>

At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	<p>At-Risk and mandated students who receive counseling services with the school social worker have the opportunity to address problems and issues on a regularly scheduled basis. Students receive services during their school day on a rotating basis so as not to interfere with any one particular academic class. Students have the opportunity to address issues on an individual and/or in a group setting depending upon their needs and the scope of the problem(s). During the course of the time the social worker is working with the student, the family may also be involved. The social worker may have the opportunity to include the parent/guardian in some sessions to facilitate in the treatment process. Other times the social worker may make additional referrals to students and their families so that they can access other resources in the community. The social worker also readily intervenes in crisis/emergency situations with students as situations arise and assists the student and family by providing information and emotional support. The social worker will also help to provide after-care post crisis to the student. The social worker is based in the school all day and every day and can therefore address problems and issues as they begin to arise as well as provides consistent services.</p>
At-risk Health-related Services:	<p>Students receive speech/language services and physical therapy services during their school day within the building. Schedules are arranged by the therapist based upon the student's schedule. Therapists are assigned certain days and times to work for the high school. Students are given their assigned days and times for their therapy services and are responsible for attending their sessions. Students often meet with the therapists individually or in small groups depending upon the student's needs.</p>

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 (2009-2010) LAP narrative to this CEP.

2009-2010 LAP NARRATIVE

Astor Collegiate Academy is located at 925 Astor Avenue in the Northeast Bronx. Currently, 473 students are registered of which 35 have been identified as English Language Learners, ELLs. The school's staff and teachers work collaboratively addressing the needs of these students. The LAP committee consists of the Principal; Assistant Principal, Parent Coordinator, Guidance Counselor, an ESL and social studies licensed teachers. Currently, there are 3 licensed TESOL pedagogue teaching language learners. There are 4 licensed foreign language pedagogues; one is the Assistant Principal. Currently, the school offers Free Standing ESL to all our ELLs. Parent Survey and Program Selection Forms have identified this as the program of choice.

The admissions and identification process for transfer and newly arrived ELLs are as follows: Transfer ELLs and their parents or guardians new to this school are welcomed by the bilingual Parent Coordinator, a Guidance Counselor and the bilingual Assistant Principal or ELL Coordinator. The Home Language Survey, Program Selection Form, Parent Orientation Video Form and academic records are reviewed by the counselor and Assistant Principal or Parent Coordinator to determine proper placement of any continuing student. Forms not included in the cumulative folder, are completed at the time of registration during the interview with the Assistant Principal or ELL coordinator. The ATS bio screen is printed if the Home Language Survey is not included in the folder. The Assistant Principal or ELL Coordinator reviews the ATS bio screen with the parent or guardian along with programs offered by the city for ELLs. Upon completion, the parent or guardian will complete the Program Selection form and will receive an invitation to the next scheduled ELL Parent Meeting. If a parent or guardian selects the transitional bilingual program, they are informed that they will be added to a waiting list until there are enough students to start the bilingual program in this school. Parents who wish not to wait and insist of registering their child in a transitional bilingual program will receive a list of schools that offer such a program. The Parent Coordinator will then assist the parent or guardian in securing a seat in one of the schools listed. Parents or guardians will complete the Parent Video form after the video has been shown as part of the ELL Parent/ Guardian meeting. In addition, during the registration process, the exam history (RLAT scores) is reviewed by the assistant principal to determine proper placement of ESL classes. CAP is used to determine if a student is in need of special education services. The IEP is reviewed and placement is determined as per that student's IEP.

Newcomers are also welcomed by the staff members mentioned above. The Parent Coordinator will assist parents or guardians in completing the Home Language Survey and will explain the various types of language acquisition programs New York City offers to all second language learners. The Assistant Principal or ELL Coordinator will continue the interview process and determine if the student is eligible to take the Lab-R. Spanish speaking ELLs will also take the Spanish Lab-R to determine native language skills. Students identified as SIFE will take the ALLD to determine the academic gap with peers. The necessary documents mentioned above are explained and completed as with the transfer student.

Whether the entering ELL is new to the school and/or country, parents and guardians are informed of the significance of taking the NYSESLAT during the next testing period. They are also explained that ESL teachers prepare students with the skills they need to increase level of proficiency and eventually test out of ESL services. A general explanation of our ELL collaborative team teaching program, math skills class and

writing skills class is explained at the time of registration. In addition, parents or guardians receive an invitation to the next ELL Parent meeting. They are also informed that a reminder will be send as the date of the meeting approaches. They are informed that ELL Parent meetings are usually scheduled one week after the end of each marking period.

Prior to the beginning of the school year, new ELLs were invited to participate in our summer program. This program was designed to remediate ELA, social studies and math skills as in-coming ELLs acclimated to high school life and structure. ELLs who participated in this summer program earned three elective credits.

There are 14-9th grade ELLs, 9-10th grade, 9-11th grade ELLs, and 11th grade ELLs, 3-12th grade ELLs. They are sub-grouped as follows:

Type of ELL	Freestanding ESL		
	All	SIFE	SE
Newcomers	7	5	0
ELL	14	4	4
LTE	14	0	7

11th grade ELLs, 3-12th grade ELLs. They are sub-

Albanian, English, French, Niger-Congo, Pilipino, Spanish, Tigre, Twi, Urdu, and Yomba are the languages spoken by our ELL and ELL with special needs.

Language	9	10	11	12
Albanian	1	2	0	0
English	1	1	0	0
French (FRA)	0	0	1	0
Pilipino	0	0	1	0
Spanish (SPA)	8	6	7	2
Twi	1	0	0	0
Tigre	1	0	0	0
Urdu	1	0	0	1
Yomba	1	0	0	0

ELLs attending Astor Collegiate Academy are programmed based on language proficiency. Language proficiency is determined using the LAB-R and NYSESLAT results. Students are programmed for their appropriate minutes as mandated in Part-154. Astor offers a Freestanding ESL program where beginning level students receive 540 minutes of ESL instruction, intermediate level students receive 360 minutes of ESL instruction and advanced level students receive 180 minutes of ESL instruction. Beginning and intermediate ELLs are programmed in ESL content area classes with two teachers; one is TESOL licensed and the other content area licensed.

As stated in Part 154, at all levels, progress in proficiency in the five skills is addressed (reading, writing, speaking, listening and critical thinking). At the end of the beginning level, students will use basic grammatical structure such as past tense, past progressive, future tense, modals and take notes on an eight minute passage, read 300-400 words passage, short stories and poems, analyzed and write about critical lenses and were able to carry out a conversation of 5-minutes in and out of school. At the end of the intermediate level, students will use more advance grammatical structure such as the passive voice, reported speech and hypothetical questions, take notes on a ten to fifteen minute passage and write a 4-paragraph essay. They will read 500-600 words non-fiction work with related chart or graph, interpreted critical lens and speak with near native fluency. At the end of the advanced level, students will refine their writing skills using a variety of styles. They will continue to listen to speeches and take notes, read novels, short stories, articles and poems. They will read 750+ words on non-fiction topics and write a 5-paragraph critical essay and speak with native fluency. The advanced level students will take ELA preparation classes.

Although academic language is developed in all academic subjects, the spring 2009 NYSESLAT results revealed that there is a high need on improving writing skills. As a result, intermediate and advanced level ELLs participate in a writing skills class to support academic writing in all classes. Technical and academic terms are also an integral part of vocabulary building. Emphasis is placed on tier words in each subject to better develop writing pieces. Both vocabulary and writing structures are used to describe features and systems of subjects within an ESL and ESL content area class. Teachers tap in to prior knowledge and experiences to scaffold new material. Technology is an important part of the ESL curriculum. ELLs increase their academic goals while working at their own pace and level by using Achieve 3000. To support native language, students have been made aware of their rights to practice and take Regents exams in their native language. Translation dictionaries have been purchased in French, Spanish, Twi and Urdu to help make connections between the two languages. Spanish speaking ELLs taking algebra benefit from having an algebra text in their language in addition to English. This year's purchases will include content level libraries in English and social studies books in Spanish.

Spanish is given to ELLs whose native language is Spanish. Although the Spanish bilingual track is still a work in progress, Spanish teachers are working to develop a curriculum for Spanish speaking students in bilingual Spanish classes. Spanish and ESL classes are in the process of alignment to meet the state standards in Native Language Arts. Spanish speaking ELLs refine their native language skills and learn to transfer them to English in both ESL and Spanish classes.

Long term ELLs and SIFE are strongly encouraged to attend day-time and after-school tutoring. To ensure ELL address their academic needs and meet graduation requirements, day-time tutoring has been programmed within day school. Students can take advantage of this program by attending tutoring session during their lunch periods twice a week.

Special Education ELLs receive services mandated per their Individualized Education Plan. They receive ESL services as stated of their IEP.

Newcomers are paired with a *buddy* ESL students or staff member who share same culture and native language to assist in the acclimation of school life in the U.S. They are also strongly encouraged to participate in the ESL tutoring during day and after-school programs.

Newly English proficient ELLs benefit from the following transition services; testing accommodations for the next two years, day and after-school tutoring, Regents prep classes and Saturday school (if needed). All ELLs benefit from English writing and math applications classes to help them meet AYP in the ELL category in ELA and math.

The success of our students depends on the open communication between our school and their homes. Parent meetings are held through-out the year to inform parents of achievements and concerns. Parents receive school information in our most commonly used native language (Spanish). Phone calls are sent in multiple languages whenever possible. The Translation and Interpretation Unit has been and will continue to be used to translate and interpret any information to our non-English speaking parents and guardians. Parents/ guardians are also invited to participate in School

Leadership Team and Parent Association meetings. Through-out these out-reach and teams, Astor is able to evaluate the needs of parents, their students and the school.

In house professional development has been and will continue to be provided for content area teachers teaching ELLs. These teachers are strongly encouraged to attend workshops related to ELL strategies and techniques offered by the NYC Department of Education and outside agencies. Content area teachers who teach ELLs have been and will continue to be strongly encouraged to obtain an ESL extension license.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9-12 Number of Students to be Served: 35 LEP Non-LEP

Number of Teachers 3 Other Staff (Specify) Principal, Assistant Principals, Counselors, Parent Coordinators, Support Staff

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Astor Collegiate Academy has a total enrollment of 473 students of which 35 English language learners. Spanish is the primary home languages spoken within this group. There are 14-ninth graders whose English language levels, as stated on the NYSESLAT, are as follows; 5 scored intermediate and 9 score beginner. There are 9-tenth grade students 'whose levels range from advanced, intermediate, and beginner (5, 3, and 1 respectively). There are 9-eleventh grade students and their levels range from advanced and intermediate (3 and 6 respectively). There are 3-twelfth grade students scored, 2 are advanced and 1 scored intermediate.

The patterns of students' results in the four modalities of listening, reading, writing and speaking range from advanced to intermediate to beginner. An analysis of the data from the spring 2009 NYSESLAT results reveals that students scored higher on listening and speaking sections of

the exam. Students scored mainly advanced & proficiency in speaking and listening and predominately intermediate to advanced on reading & writing.

Astor Collegiate Academy's home language surveys indicate that a **Freestanding ESL** is the trend in program choice by parents. These parents opted-out of a Bilingual program in favor of a small learning environment. This program provides instruction in English with native language support, emphasizing English language acquisition. A.C.A. plans on meeting the New York State mandated ESL/ELA requirements through instruction in ESL and after-school program. Therefore, our 35 ELL students speak English and receive instruction conducted in English. Our beginner level students have three "pull out" dedicated ESL classes, while the intermediate students receive two "pull out" periods and our advanced students receive one "pull out" period of instruction for ESL and one ELA period. The ESL classes have been incorporated into daily schedule. The Freestanding ESL program is taught by three ESL teachers.

Additional support is also structured within this pull-out model as our 9th and 10th grade ESL students (predominately beginner and intermediate level students) benefit from a collaborative teaching team in two core subject areas, science and global history. The collaborative team consists of a TESOL and content area licensed teachers who develop lesson plans and differentiate instruction by incorporation ESL strategies in all class activities. ESL teachers assist in modifying content area curriculum and resources for ESL students, and provide language acquisition and vocabulary support without losing content instructional time. Simultaneously, ESL teachers work out of the classroom with the general education teacher providing professional development support. Our 11th and 12th grade ELL students receive additional content support through an extended day program and tutoring. Moreover, it should be recognized that ELLs across grade levels follow a block schedule enabling general education teachers to address ESL needs through integration of language development activities and explanation with content-area instruction, while utilizing other ESL methodologies. Also, "content application" and "writing skills" classes are offered to all of our ELLs within the day in which teachers focus on writing strategies necessary for the major Regents exams as they reinforced content.

The school will use Title III funds to incorporate an after-school program that will support our language development program to assist students in developing appropriate academic literacy skills and language acquisition while covering state standards of learning. These programs will focus on supporting language learners increasing math, science and ELA scholarship reports and Regents results and providing academic strategies that will support these at-risk students in acquiring a second language as they meet graduation rates and attain prestigious high school diplomas, such as the advanced Regents diploma.

As part of the tutoring program, ELLs will participate in math, science, studies, English and Spanish. The focus of the tutoring sessions is to identify and address difficulties ELLs have in these subjects. Students will focus on test-taking skills and content retention in small groups. Tutoring sessions are taught by licensed content area and TESOL licensed teachers. Content area teachers will review, re-teach and create enrichment activities that will increase students' understanding of subjects under study through writing and critical thinking skills. TESOL licensed teachers will refine the four language modalities, with great emphasis in writing. Writing across all contents for all students is this year's academic focus. This skill was selected using results of the NYSSLAT modality report and Regents exams.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

In consideration of the above, it is essential that professional development be offered to three teachers on and off-site and on a continuous basis that will emphasize professional development in E.L.L. strategies within content-based instruction through sheltered instruction and Q-Tel techniques. This will utilize language objectives in every content lesson, focus on content-related vocabulary and incorporate thematic and interdisciplinary units within their instructional practice. Thus, in order to support the instructional program:

Teachers who teach ELLs participate in numerous professional developments. Licensed content area teachers and TESOL licensed teachers meet weekly during grade team meetings to discuss challenges ELLs face in content area classes. Grade team meetings focus on sharing best practices and modifying lessons and assessments to meet the needs of ELLs. In addition, student work is studied to identify academic concerns and achievements. Such study results in developing and implementing numerous support systems and strategies that are beneficial to language learners in content area classes. ELL expertise is used to develop differentiated lessons that scaffold lesson objectives for all students in content area classes.

The ELL Coordinator and the Assistant Principal have and will continue to facilitate teacher workshops addressing multiple topics related to English language learners. Such topics have included the identification process and identifying the ELL population within Astor Collegiate Academy. Future workshop topics are *Understanding and using the NYSESLAT results in content area classes*, *What is the LAP?*, *Using Tier Words to Improve Writing* and *Targeting our school’s academic focus by improving sub-skills and learning targets*.

In addition, ELLs in the bottom third are studied and discussed by the Inquiry team on a weekly basis. Its research and findings is shared during grade team meetings and staff development days.

All teachers have and will continue to attend professional development offered by the Office of English Language learners and other organizations that target English language learners.

Such topics have and will include:

- Bringing Literacy into Action: Research Based literacy Instruction
- Improving Reading Across Content Area for ELLs
- Preparing ELLs for the NYS English Regents and NYSESLAT Assessments NYS Bronx BETAC
- Language Allocation Policy Training
- SE-ELL Placement Referral
- Strategies for ELL in Science
- Accelerating Academic Language Acquisition for ELLs Across the Content Areas, K-5 and 6-12
- Quality Teaching for English Learners: Access to Rigorous Curriculum, 4-12

Form TIII – A (1)(b)

School: Astor Collegiate Academy BEDS Code: 321100011299

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$3,000	70 hours of per session for ESL and General Ed teacher and administrator to support ELL Students. Teacher 43 hours x \$41.98 = \$1,783 Supervisor 28 hours x \$43.93 = \$1,217
TOTAL	\$3,000	

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

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.

Translation and oral interpretation needs are determined using the home language survey report. Most of our ELL parents speak Spanish. To ensure that Spanish speaking parents are informed about their child's education, all literature and conferences are translated by the Spanish-bilingual Assistant Principal, Parent Coordinator, teachers, clericals, or school aides. All other language spoken by our ELL families receive oral translations from our teachers, students and other staff members whenever possible.

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.

Multiple ATS reports were used to identify Spanish as the native language for most of our ELLs and in high need of translation. Twenty-two English language learners speak Spanish at home. These findings were reported to our school staff through bi-monthly meetings and case conferencing.

Part B: Strategies and Activities

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.

Written translation services will be provided by our in-house school staff. The staff has been surveyed as to their multi-language proficient skills and their availability to translate for families whose language is other than English. Whenever necessary, translation services will be provided by the Office of English Language learners and the various community groups.

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 by our in-house school staff whenever possible. The staff has been surveyed as to their multi-language proficient skills and their availability to translate for families whose language is other than English. Whenever necessary, translation services will be provided by the Office of English Language learners and the various community groups.

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>.

All literature generated from Astor Collegiate Academy is translated to Spanish. Oral and written translations are provided in this language by Astor Collegiate Academy staff. Oral translation for the less common language will be provided by students who are able to translate. Astor will seek the assistance the Translational and Interpretation Unit from the NYC Department of Education whenever necessary for all other languages.

In addition, parents have been informed of their rights, instructions on how they can obtain interpretation services in the appropriate covered language. Throughout the year, phone calls are made and signs are posted to remind parents of the contact(s) at the school and from the DOE on who is available and can assist in translation services

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$261,917.00		
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 2619.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$ 1,921.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 13,085.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$ 9,606.00	
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$19,212.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____
9. If the percentage of high quality teachers during 2008-2009 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.

Professional Development in the content area of Earth Science is offered to the teacher on site and offsite, including workshops dealing with laboratory work and regents examinations. Leadership LSO Content Area Specialist meets weekly with the teacher reviewing curriculum and establishing curriculum maps, analyzing data through item analysis, strategizing various forms of differentiation, details laboratory work, and assists in identifying regents strategies. 5% Set-aside was utilized for teacher coursework to ensure that teacher was 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 on the NYCDOE website.

See below

ASTOR COLLEGIATE ACADEMY PARENT INVOLVEMENT POLICY

PHILOSOPHY

Our philosophy is that our parents/guardians are Astor Collegiate Academy's partners. We will empower our parents/guardians with knowledge, skills, and self-confidence to meet their obligations as the best parent that they can be in fulfilling their role in the home-school community partnership.

1. Monthly Parent/Guardian Workshops will be provided for all parents/guardians to develop knowledge of instructional program, assessments for city and state standards, Chancellor's Promotional Policy, E-CLAS, Student Code of Behavior and ARIS.
2. Parent/Guardian contact will be made through monthly calendars, letters, phone calls and flyers to inform of school's instructional programs and performance standards, student assessments and summer programs.
3. Parents/Guardians will share responsibility for student performance through Parent/Teacher conferences, School Leadership meetings, PPC, Family Support and Intervention conferences.
4. Parental involvement will occur through attendance at Annual Fall Back-to-School Night to present and discuss curriculum expectations, transcripts, assembly programs, and use of parent/guardian volunteers for the classroom and trips. Additional Senior Meetings are held at various intervals within the marking period to maintain ongoing communication. PA fundraising events will support student achievement.
5. Parent/Guardian meetings are scheduled at various times during and after the school day to accommodate parents/guardians.
6. Responses to parent/guardian written comments will be done through phone contact or written communication with appropriate supervisor.
7. School is equipped with ramp for parents/guardians with disabilities. Meetings will be held on first floor. Bilingual Family associate will provide translation for non-English speaking parents.

8. Parents/guardians will meet regularly with Parent Coordinator, Principal and school staff to discuss school's educational needs and their plans for continuous school improvement.

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

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 on the NYCDOE website.

SEE BELOW.....

SCHOOL-PARENT COMPACT

The **Astor Collegiate Academy**, 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 2009 - 2010.

School Responsibilities

The **Astor Collegiate Academy** will:

1. 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:

The school will ensure that all teachers are permanently certified and that all teachers are teaching in their correct licensing areas. The school will provide weekly professional development sessions that focus on accountable talk, peer review, differentiated instruction, cooperative learning, and meeting the needs of all students including ELL and special need students. Teachers will also meet on a monthly basis to collaborate and ensure that all lesson meet city and state standards.

2. 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:

The school will hold parent-teacher conferences twice a semester in both the fall and the spring terms.

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

The school will provide reports 6 times a year, after each marking period is completed, as well as after weekly case conferencing meetings if the situation determines the need to. These reports will contain academic, social and behavioral antidotal detailing student progress and specific needs. Parents whose students run the risk of failing to be promoted will be notified at the end semester to ensure that they are aware of their child's specific situation.

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

Staff will be available for all parent-teacher conferences on assigned parent-teacher conference days and nights. Staff will also be available before and after school as well as during a common period during the day, to meet with parents by appointment.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents will have the opportunity to schedule appointments to visit all classrooms and participate in all school activities.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- 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.

Student Responsibilities

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

- 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.

Additional Required School Responsibilities

The **Astor Collegiate Academy** will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. 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, and will encourage them to attend.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

School	Parent(s)	Student
Date	Date	Date

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.

This information can be found starting on page 10 and ending on page 28, prior to Appendix 1. It encompasses Section IV on Needs Assessment and Section V and VI on Goals and Action Plans.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) 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 historically underserved populations.
 - 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.

This information can be found starting on page 13 and end on page 28 encompassing Section V and VI on Goals and Action Plans and Appendix 1 entitled, Academic Intervention Services Summary Form, pages 30 - 33. Please refer to Appendix 2, from pages 34 - 40 as well.

3. Instruction by highly qualified staff.

This information can be found starting on page 13 – 28 throughout the section entitled Part V and VI: School Goals and

Action Plan and within Appendix 2 on ESL instruction and the Language Allocation Policy beginning on page 34 and ending on page 40.

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.

This information can be found starting on page 13 – 28 throughout the section entitled Section V and VI: School Goals and Action Plan and within Appendix 2 on ESL instruction and the Language Allocation Policy beginning on page 34 and ending on page 40, with specific emphasis on to each section entitled, “Professional Development.”

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Representatives from the school will attend all city wide hiring fairs and require teachers who are interested in joining our staff to interview before a hiring committee that is made up of representatives from all constituents in the school; the administration, staff, students and parents. All teachers who are interested in being hired will also be required to perform a demonstration lesson that will be reviewed by all constituents in the school. Administration works closely with the Human Resource Personnel at Integrated Service Center in the quest to interview qualified New York City Teaching Fellows.

6. Strategies to increase parental involvement through means such as family literacy services.

This information can be found throughout pages 16 – 28 in Section VI: Action Plan and well as within Appendix 2 and Appendix 3 starting on pages 34 – 42 and within Appendix 4, 47 – 49.

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.

Not applicable

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.

This information can be found on page 10 – 12 in Section IV, Accomplishments of Needs Assessment Findings and throughout pages 13 – 28 throughout the Section entitled, School Goals and Action Plan.

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.

This information can be found starting on page 16 – 28 in Section VI: Action Plan and 30 - 33 of Appendix 1 and 34 – 40 of Appendix 2.

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.

Through the Office of Youth and Development and our local police agency, we are able to provide workshops and guest speakers for our students in small groups. Staff, including AP of Security, Guidance counselors, Social Worker and teachers, and school aides receive Professional Development training offered by the Integrated Service Center on an ongoing basis throughout the year. A peer mediation is spearheaded by our guidance counselor and interested students are trained in the mediation process to work with their peers.

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 IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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 Identified for Improvement

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) 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.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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.

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

**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.

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)*² 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

² 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.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Each of our ELA grade levels have curriculum which is driven by the New York State ELA Regents exam. We've broken down the exam and evaluated the skills that the exam tests. Those skills were matched with the standards, and the grade levels divided the standards in such a way that by the time the students get into their 11th grade English class, they are fine tuning the skills. Within these skills, we have identified the following necessities for curricula, yet are not limited to: the basics of grammar, punctuation, sentence writing and dissection, transitions, what are paragraphs, basic formats of essays, note taking, decoding, searching for main ideas, literary devices, quotation analysis, and becoming familiar with poetry. Our ELA/ESL departments have then used these fundamentals to guide our instruction, and the pace of which is established by pre-testing.

As part of our vision here at Astor Collegiate Academy, we try to seek every opportunity to understand our students holistically in an effort to personalize our instruction and approach. The ESL department has worked diligently aligning ESL/ELA state standards as it began revision of its curriculum. In order to identify student weaknesses, assessments were created using ELA standards as references. These assessments generated data that became an integral part of curriculum restructuring. Reading and writing skills were identified and addressed in the revised curriculum.

In order to hold our students accountable, our staff must have everything clearly laid out and defined in their curriculum; all course goals and all personal student goals - equate into our holistic approach designed by our vision.

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

Applicable X 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 school used and is still using the Pearson Periodic Assessment for English Language Learners to derive data to drive our instruction. This NYCDOE assessment is based on the standards that the students are tested on with the NYSELAT. Our school also used Acuity Testing and Scantron Testing, in order to identify reading levels, which would enable the teachers to focus instruction more on practicing with the students who exhibited the lowest scores.

This school has created an ELL-content team teaching model- in which the TESOL and content licensed teacher work in unison to modify lesson plans by incorporating ELL strategies that are beneficial to all learners. Tier three vocabulary words are studied in content area classes while tier 1 & 2 vocabulary words are studied in ESL classes to reinforce content.

Part of our school's teacher observation rubric, is assessing lesson plans that include components of reading, writing, speaking, and listening - making them balanced literary lessons. The staff has been and continues to be cognizant of this and incorporate more of this pedagogy in each lesson as they become more comfortable with ESL strategies.

This school purchased text books that address the various needs of students with IEPs and English language learners. These books have been used with great success due to the fact the presentation of materials meet the challenges these students have in learning. Larger print, less words per page and more visuals has facilitated students developing their cognitive skills.

The ELA department also infuses the Writer's Workshop in each grade level. This way, students are taught the basics of writing and revising, and then they practice on each other's papers - before the teacher even evaluates it. This model creates student centered groups in class, and this allows the teacher to work on a more individual basis with the students.

Lastly, our staff has been working on curriculum development following the *Backwards By Design* philosophy. It has been a process which takes up the majority of our professional development, yet starts with the standards, and purposes the essential questions - enabling the standards to enhance our students' fundamentals in ELA across the board in every subject area, for the juxtaposition of all points stated above do cater to the needs of ELL students in our school, and our teachers therefore are aware of the levels our students should be on with each passing grade.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Teachers in the math department teachers (including a special education licensed teacher) are passionate about teaching their subjects. They are becoming experts in bringing to life math in everyday living. They have demonstrated commitment to this subject by attending many professional developments offered by NYC Department of Education. As a result of data analysis and curriculum alignment, this year's master program of classes includes a math skills class for all students who missed the passing grade of 65 on last June's *Geometry Regents* exam.

A recent professional development that we have instilled in our math department, is when working on curriculum development via *Backwards By Design* they are to consider essential questions which make the content purposeful; and by doing so this relevance enables either connection to the real world or contemporary interests and maximizes student engagement. In short, teachers are to ask themselves what is the purpose of working on this specific aspect of the course, besides the fact that it is tested on the *Regents*.

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

Applicable X 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?

Last year (fall '08 & spring '09) the Math department administered the *Acuity* and *Scantron* tests to determine levels in Math. Results were used to begin a granular approach towards catering lesson plans to meet the needs of students thereafter. Math teachers also utilized these results to determine which areas of the new curriculum that needs to be focused for longer periods of time, and with different approaches in pedagogy.

Using the *Backwards By Design* approach to writing curriculum, the Math department using the process and content strands to divide up the material that should be taught within a certain time frame. Having a fairly young staff has allowed curriculum development/ revision to start from a clean slate. As a result, the curriculum is more manageable and teacher friendly. Each curriculum is used to develop lessons that target math learning standards.

The data specialist was able to conduct an item analysis of the results from last June's Regents exams in order to determine weak points and patterns. Results demonstrated that students were expected to demonstrate problem solving skills by eliciting key facts in a word problem or equation. These finding has impacted our master program in that math skills classes were created to supplement regular math classes. In addition, a pacing guide is being developed in hopes of aligning all classes with the standards using new resources.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A plan of action was developed to increase student engagement and academic rigor after results from learning walks and increase in student incidents revealed that lecture structured lesson facilitated student disengagement. Students and teachers were interviewed on the teaching methods used in classrooms. It was discovered that students believe classes were boring. Teachers believed that students didn't want to learn and that students' lack of content skills contributed to student disruption and poor classroom management.

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

Applicable X 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?

Our professional development sessions guided the enhancement of instruction in the classroom by focusing on the following: differentiated instruction, higher order questioning techniques and scaffold group activities in all subject areas. The Point of Entry Model was studied and applied to all lesson plans. Lesson began to be assessed on how well POEM components were used. Teachers continued to conduct learning walks as POEM became an integral part of lesson development. As a result of learning walks and student interview, there was a clear evidence that teacher centered lessons were adding to poor classroom management and low test scores.

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.

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* (SOM³) 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:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Astor's Math teachers are always attempting to push our students above and beyond their capabilities. The majority of the math teachers are comfortable with using technology in their classroom and let it drive the instruction that engages the students and makes difficult concepts more lucid on account of being more vibrant and contemporary. The 45 minute lesson in Math can no longer be taught via a lecture, for the students today simply don't have the attention span to sit and learn in that style anymore. Multiple varied level students share the same classroom and all learn effectively in different ways, and rarely are they on the same pace with each other.

Our Math teachers have recently had to change their curriculums to keep with the division of how math is being taught at the high school levels, and in doing so also wrote and are still writing these lessons keeping in mind that Math might not be everyone's favorite subject, yet mastery is required for graduation - so students must be motivated eventually somehow. Therefore, the Aim questions that guide our Math curriculum, are tied into contemporary life-like concepts and aspects of society and the world around us that show relevance to the materials being taught, and engage the

³ 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.

students to self explore and comprehend materials, and eventually apply and then associate the information with new units covered.

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

Applicable X 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?

In our 11th grade curriculum, one of the courses offered is a math-business elective - which calls for students to apply mathematical concepts to life-like hypothetical situations. One of the more recent units that passed was one which called for students to apply knowledge of geometric figures and angles to building bridges that must connect two areas defined by a made up scenario. Students drew a blue print of the bridge, and then constructed them using cardboard, construction paper, popsicle sticks, and glue. This course alone goes against the findings of 2B.

Our most seasoned math teacher uses the smart board technology on a very regular basis in her classroom. She uses specific math web sites which pose regents based questions, and allow the students to interact with the actual program to try and solve the problems. If the problems are done incorrectly, the program offers an assistant which shows what steps should be taken to solve the problems correctly and even explains why certain answers cannot be possible. Students are actively engaged in these types of activities, and it is lessons like these which drive to students to want to endure the knowledge.

Our math department also works very closely with the LSO specialist in learning the newest ways to incorporate technology into the classroom. These sites are regents based situations that the students encounter, and the use of technology keeps the curriculum on pace with the standards and engages the students to endure the concepts being taught in the classroom. The department has a program titled, "Tabula Digital" on our school lap-tops, and these interactive games tutor the students in the concepts defined by the current curriculums and take the learning out of the game creating comprehension by having fun completing the tasks and problems that are found in the program.

Lastly, our math teachers are constantly using real world applications to entice the students to want to learn the new concepts taught in class. Any pictures of real life examples where mathematical concepts are used and applied are persistently fused in the lesson plans, and students are presented with visuals and examples which validate why the students must comprehend the knowledge instead of simply because they will be tested on it.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

This school's faculty continues to have almost 90% teachers who have participated in the NYC teaching fellows program and will soon complete their probation period in their career. Teacher support is crucial in retaining highly qualified educators. All teachers are encouraged to attend on and off site professional development whenever possible. New teachers continue to have a "buddy" partner upon becoming part of Astor regardless of time in the Department of Education. This partnership has allowed both teachers to benefit from each other's expertise. The Principal continues to redefine the vision and mission of the school and has created an environment which fosters the most success for students and hence teachers alike.

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

Applicable X 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?

Faculty retention has been made possible by maintaining focused on the mission and vision of the school. Self development is strongly encouraged to both students and teachers. The goal is to continue to instill in students and teachers the philosophy of being a life-learner. With the majority of our staff being fairly support is provided to help teachers overcome challenges in and outside the classroom. Providing support results in stronger teachers and more successful students.

The school year consists of monthly professional development day on the first Monday of the month. Faculty and department meetings are scheduled to discuss administrative concerns and assess functionality of structures and policies already in place. Presenters will range from members of the LLSO-CFN 17 to Astor teachers. Topics related to English language learners, students with IEPs, curriculum mapping in all subjects, using technology in and out of classrooms and curriculum revision will be main focus of this year's professional development sessions.

Weekly grade team meeting will also help in retaining faculty. Teachers of all disciplines meet by grade to discuss concerns students display in the classroom. A target group for each grade has been selected by teachers. These students have been identified as at-risk students who need academic intervention in two or more classes. Learning how to identify the types of students selected in each grade has and will continue to promote dialogue between teachers across all subjects. Best practices will continue to be shared and applied to lesson plans in different subjects. Student progress will dictate lesson development.

In addition to the Special Education coordinator position an ELL coordinator position has been developed. A TESOL licensed teacher has joined the leadership team by taking on the responsibilities of identifying, tracking and monitor ELLs achievement. To support transition of classroom to a leadership role, this coordinator is being mentored by the assistant principal whose expertise lies in supervising English language learners. Both SE and ELL coordinators will continue to flourish in their leadership roles with the support of the assistant principal and support staff.

Administrative and support staff also receive support as they assume new titles and responsibilities. Support has been and will continue to be provided to the new assistant principal of administration by her "buddy AP" and Principal. School aides transitioning to higher positions will receive support from designated school staff as they assume different roles.

These are some reasons why Astor Collegiate Academy has been able to retain high qualified teachers, administrators and support staff.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

There are three TESOL licensed teachers in the Second Language Department. They have become experts in second language acquisition and are highly qualified to facilitate workshops to general education teachers. These teachers have attended QTEL training and Wilson training, and will turn-key strategies that are beneficial in content area classes taken by ELLs.

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

Applicable X 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?

ESL teachers are trained in QTEL and turn-key strategies to help general education teachers develop differentiated lesson plans. They work with all departments modifying class activities and using visuals and technology to increase motivating while maintaining academic rigor.

They also push-in to science and global history classes. As push-in teachers, they team teach content area topics with the content area licensed teacher. Based on last year's Regents results in science and global history, Astor will continue to promote this type of instruction for ELLs.

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.

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 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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Last year our ESL department took the assessment testing from Acuity and Scantron, and even created their own mock-NYSESLAT exam, for the purposes of using the data and resources that would then be available to them - to cater instruction accordingly. In addition to this, these teachers (in addition to the remainder of our teachers) evaluated their scholarship reports to determine passing percentages and their varied effects, the data tool provided by ARIS, and also created an item analysis of the results from the tests given to determine weak points and areas that need instruction to be altered or more time spent on.

To further increase the use of data in developing lessons, teachers are using multiple data bases to increase student performance. ARIS is used to identify academic levels of each student. Teacher created assessments have been used to determine current content knowledge. Apperson scanner will be used to conduct item analysis of class test results. Results from each data will be used to modify lesson development and delivery.

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

Applicable X 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?

This year's Acuity, PSAT and ELL Periodic Assessment results will be used to target academic challenges for all students. Using these results will enable teachers to better develop lesson plans that address state standards and increase performance levels. It is the hope that through these assessments, there will be an increase of credits earned in from the lowest third and meeting AYP targets for ELLs.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

One third of our student population has special needs. As a result, administration has determined a high need of professional development about special education mandates to general education teachers. The Special Education department is comprised of four extremely hard working and dedicated teachers, who are constantly working in collaboration with general education teachers to improve and alter the education in and out of classroom. Grade team

meeting has and continues to allow time to address special education concerns, strategies to differentiate lessons for special needs students in general education classes. The main focus is to discuss types of programs and how to address different learning needs in a team-teaching class. Teachers look at student work as they make connections to student IEPs to address academic and behavior concerns students may exhibit in the classroom.

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

Applicable X 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?

With changes rapidly taking place in Special Education, it makes keeping in compliance difficult, however one of the ways to stay one step ahead of the changes, is by training the entire staff on how special education teachers educate their students and make them aware of the resources used to accommodate accordingly. The team teaching model is a focus where teachers can learn just as much from each other as they students do from them. We advise the general education teacher to unit plan with the special ed. teacher, this way lessons can be adjusted based on the needs of the students in the class. Everything from handouts - to assessments can be altered, besides the fact that more attention can be given to the students in the room who simply can't get it from having just one teacher present.

The special education department is made up of special education licensed teacher who are highly qualified in one content area subject. During common meeting times, these teachers can better address the high needs of these students in specific subjects. Being experts in one subject and in special education allows for a strong and beneficial collaboration with the general education content area teacher.

Grade team meetings also enable students to meet weekly with all of their teachers, to discuss trends and patterns found in transcripts and report cards, then compared with IEP recommendations, and juxtaposed to meet the needs of the student being discussed.

Post observation conferences always revolve around the question of, 'How did you meet the needs of the students in your classroom, based on altering the lesson plan?' and the teachers can self-assess themselves with the review at the

lesson's end - or at the end of a unit. Nevertheless, this is a focus defined on the informal and formal observation report and is a means of assessment which only positively impacts the students.

At professional developments, the special education department created an hour and a half session going over the IEP's and what they entail. Teachers were given sample IEP's and were walked through the pages one by one - elucidating any confusions or misconceptions that they might have had. As mandated by Chapter 408, teachers received copies of each of their students' IEPs. General education teachers participate in EPC and annual review conferences for their students. They are further encouraged to share concerns that may not be addressed in student IEPs.

Since we are a young staff, we are constantly learning new methodologies for catering to the needs of students with IEP's, and therefore it would be inaccurate to state that our entire staff is completely competent with what the entire IEP states about their students, however it is justifiable to add that our entire staff has had adequate exposure to IEP's and have been trained to know how to recognize on their own what steps can be taken to investigate ways to teach their students most effectively. Teachers have begun to take a whole new approach from the IEP updates for their students, and have learned from them that their input not only is valuable to the student, moreover that the student's input is extremely valuable to their own planning.

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.

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:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

It is a challenge for Astor teachers to appropriately interpret and ensure all mandates stated on incoming student IEPs are delivered accordingly. Information is inconsistent through-out many documents. To minimize future inconsistencies, special education licensed teachers have been assigned an IEP case load. As case managers, they are responsible for ensuring each document is coherent from page one to page ten. The educational benefits charts will be used to cross reference each goal, objective and selected promotion criteria. In addition, IEP case managers will use the expertise and record keeping of the security and mediation team to develop behavioral goals and objectives.

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

Applicable X 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?

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.

As stated in the previous section, structures and procedures were established last year and will continue to be redefined this year in creating a quality IEP that can be utilized by all teachers and related service providers of students with IEPs. Proper identification of student needs and delivery of appropriate services and programs will increase performance of these students. This will be reflected as this school meets the AYP target for students with IEPs.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
There are 8 students identified as students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
 - A. **In our Consolidated Plan, particular staff members which include our guidance counselors, social worker and parent coordinator have been designated as STH School-Based Liaisons.**
 1. **These staff members are responsible for entering and tracking data which includes, but is not limited to, entering and updating housing status codes in ATS and tracking and providing interventions and support services to students in temporary housing.**
 2. **ATS reports are generated which allow us to better review data and track these children. These reports include the RBIR (Biographical Roster), the UPCO (Update Students Code) or the RADR (Address Report).**
 - B. **Newly registering families and those students who change residences during the year are provided with the Student Residency Questionnaire for completion.**
 - C. **Title 1 set-asides will be used for educational services to ensure that homeless youth progress academically and that their unique needs are addressed. We will be certain to pay for emergency supplies like (school supplies and books), transportation, daily lunch, extended library use, counseling services, and additional outreach services.**

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.