



**ASTOR COLLEGIATE ACADEMY**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 11 X 299**

**ADDRESS: 925 ASTOR AVENUE**  
**BRONX, NY 10469**

**TELEPHONE: 718-944-3551**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 11X299      **SCHOOL NAME:** Astor Collegiate Academy

**SCHOOL ADDRESS:** 925 Astor Avenue Bronx, New York 10469

**SCHOOL TELEPHONE:** (718) 944-3551      **FAX:** (718) 944-3638

**SCHOOL CONTACT PERSON:** Sandra Burgos      **EMAIL ADDRESS:** Sburgos3@schoo  
ls.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** George Cherry

**PRINCIPAL:** Sandra Burgos

**UFT CHAPTER LEADER:** Douglas Novak

**PARENTS' ASSOCIATION PRESIDENT:** Gancari Gil-Miller

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Paul Piquero

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 11      **CHILDREN FIRST NETWORK (CFN):** 603

**NETWORK LEADER:** Richard Cintron

**SUPERINTENDENT:** Geraldine Taylor Brown

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
<b>Sandra Burgos</b>	*Principal or Designee	
<b>Douglas Novak</b>	*UFT Chapter Chairperson or Designee	
<b>Gancari Gil-Miller</b>	*PA/PTA President or Designated Co-President	
<b>Maria Piquero</b>	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Sabina Colonna</b>	DC 37 Representative, if applicable	
<b>Paul Piquero Esmá Sabovic</b>	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
<b>Ben Caraballo</b>	Member/ UFT	
<b>Sandra Clarke</b>	Member/parent	
<b>Laura Scarpinato</b>	Member/Recording Secretary	
<b>George Cherry</b>	Member/CSA	
<b>Diane Colberg</b>	Member/parent	
<b>Sheila Jordan</b>	Member/parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* 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.

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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 480 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 which is enriched by the addition of Honor courses in all subjects and writing intensive courses across all grade levels. Moreover, we have redefined the academic rigor in our course offerings through the inclusion of Calculus, AP US History, AP English Composition, AP English Literature, 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. 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 a Summer Bridge Program for incoming 9<sup>th</sup> graders, college visits, elective and college classes and curriculum on their campus, 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). In addition, teachers have the unique opportunity to come together on a weekly basis to collaborate and discuss best practices for our school community, while exploring opportunities to educationally supplement students' coursework in a multitude of ways. Our school has established additional partnerships with GEAR-UP and SOBRO which offer our students additional academic and behavioral supports.

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 student's 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.

### SECTION III – Cont'd

**Part B. School Demographics and Accountability Snapshot:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	Astor Collegiate Academy						
<b>District:</b>	11	<b>DBN #:</b>	11x299	<b>School BEDS Code:</b>	321100011299		

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<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			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		84.2	87.0	TBA		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		94.1	91.2	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		83.2	62.0	73.6		
Grade 8	0	0	0						
Grade 9	148	155	158	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	139	151	154	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	75	90	100		1	8	TBD		
Grade 12	58	43	59						
Ungraded	0	0	0	<b>Recent Immigrants: Total Number</b>					
	420	439	471	(As of October 31)	2007-08	2008-09	2009-10		
Total					5	7	2		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	12	12	18						
No. in Collaborative Team	30	36	41	Principal Suspensions	58	89	TBD		

DEMOGRAPHICS							
Teaching (CTT) Classes							
Number all others	30	27	33	Superintendent Suspensions	7	5	TBD
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	33	47	28	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	7	10	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	25	26	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	11	11	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	2	TBD
	11	26	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.5	0.5	1.3	Percent more than two years teaching in this school	36.0	69.02	TBD
Black or African American	44.3	41.7	42.0	Percent more than five years teaching anywhere	24.0	34.6	TBD
Hispanic or Latino	43.3	42.8	41.0				
Asian or Native Hawaiian/Other Pacific Isl.	2.9	3.6	4.5	Percent Masters Degree or higher	56.0	69.0	TBD
White	9.0	10.9	10.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	94.6	TBD
Multi-racial							
Male	55.7	55.4	58.4				
Female	44.3	44.6	41.6				

2009-10 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 checked="" type="checkbox"/>	If yes, area(s) of SURR identification:

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Designated as a Persistently Lowest-Achieving (PLA) School: Yes  No

### Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS) <b>X</b>			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	<b>X</b>
	Math:		Math:	<b>X</b>
	Science:		Grad. Rate:	<b>X</b>

### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>				<b>X</b>	<b>X</b>	<b>X</b>	
<b>Ethnicity</b>							
American Indian or Alaska Native						-	
Black or African American				<b>X</b>	<b>X</b>	-	
Hispanic or Latino				<b>X</b>	<b>X</b>	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial				-	-	-	
<b>Other Groups</b>							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-		
Economically Disadvantaged				<b>X</b>	<b>X</b>		
<b>Student groups making AYP in each subject</b>				<b>4</b>	<b>4</b>	<b>1</b>	

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	<b>A</b>	<b>Overall Evaluation:</b>	<b>NR</b>
<b>Overall Score</b>	<b>74.2</b>	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	<b>11.5</b>	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	<b>23.2</b>	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	<b>34.5</b>	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	<b>5</b>	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

#### SECTION IV: NEEDS ASSESSMENTERROR! BOOKMARK NOT DEFINED.

**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/Teacher 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 your school's 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?
- 

Our 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 2009-2010* reveal that students in the lower 1/3 Citywide need to make greater progress in ELA and Math. It is also evident that students need to improve performance on Regents Examinations, with particular focus on our ELL and Integrated Team Teaching sub-group populations in the 10<sup>th</sup> and 11<sup>th</sup> grade. Teacher classroom observations of student work products and examination of regents examinations 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, making connections to previous learning and applications to new learning. It is also our goal to have students increase their ability to employ self-assessment practices of their own work by examining rubrics and exemplar models. 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 review of the data revealed that trend in the past three years fluctuate in the Regents exams for ELA, Global History, US History and Mathematics. There was a decrease of 15 points from 07-08 to 08-09 and then an increase of 13.2 points from 08-09 to 09-10. This fluctuation is due to 08-09's low scores on the multiple choice section. The 09-10's increase of 13.2 points was a result of teachers revising the curriculum to allow time to address test taking strategies as well as sharpening content knowledge. The use of prior exams helped improve the outcome of the multiple choice section by having students practice taking numerous multiple choice exams. They were able to identify key vocabulary that repeats in every exam. Increasing understanding of content specific vocabulary facilitated their understanding and allowed for the development of more articulate essays.

There has been a constant gain in the last three years in the US Regents exam results. There was a 1.8 point gain from 07-08 to 08-09 and 20.7 point gain from 08-09 to 09-10. Such gain is attributed to changing sequence of teaching US and Global History. Students taking the US History exam in January of school year 07-08 had taken one year of US History the prior year and were taking a Global History class and an US History prep class to prepare to test in 07-08. This resulted in a small number of students passing the US History Regents in January of that year. The 07-08 results called for an immediate change in class sequence. Students began to take the US History Regents exam at the end of in 11<sup>th</sup> grade, after taking the US History class in that grade. Increase was steady after the sequence was changed.

The trend of the Global history Regents in the past three years is similar to the trend of the ELA Regents results in that in year 08-09 there was a spike of 20.8 points in 08-09 and a drop of 23.5 points in 09-10. The 09-10 drop caught Astor off guard. The results indicated that there were little gains in students answering analytical multiple choice questions correctly and there was also a small percentage of students earning full points in the thematic essay.

As results demonstrated, there was a high need in developing writing skills to help address the deficiency which caused the drops in scores of multiple exams. Astor's school wide academic focus is writing across content and revising curriculum so that the English and Social Studies are aligned to help support each other. Students were also programmed in writing skills classes in addition to their mandated English and Social Studies exam. In 10-11, the English class for self-contained students has added a reading comprehension focus after realizing that students with IEPs were not able to complete the writing task in multiple exams because they lacked reading comprehension skills.

The Math Regents results demonstrate a steady increase of scores. There was a 55.9 point gain from 07-08 to 08-09 and a 3.2 gain in 09-10. The significant gain of 09-10 was a result of incorporating a Math skills class in the master program. Students were programmed in a Math skills class in addition to their mandated Algebra class. The Math skills class helped students sharpen basic computation skills which increased their understanding of more sophisticated mathematical concepts. To continue the analysis of student progress, the math department has created the math squad inquiry team. This team meets weekly to analysis student data and implements teaching strategies that improve student learning.

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) ***and three Inquiry Teams*** (2009-2010) which engaged more staff in self-study and detailed analysis around qualitative and quantitative data. Two Inquiry Teams in particular focused on our 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 these case conference meetings. Learning targets and benchmarks to determine if learning is occurring are also established. 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*** over the past several years which was responsive to individual student needs as assessed by the compilation of school and student data and ongoing dialogue with teachers and support staff, specifically:
  - ✓ Alteration of the sequence of Social Studies courses, namely Global History in the 9<sup>th</sup> and 10<sup>th</sup> grade and US History in the 11<sup>th</sup> 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 Honor, Advanced Placement classes and four years of Math and Science for all students, thus increasing the number of Regents and Advanced Regents diplomas.
  - ✓ The inclusion of content skill classes and Credit Recovery classes during the day to support the content area Regents classes and the addition of elective classes based on student interests.
  - ✓ The inclusion of writing intensive courses on every level to support students who are levels 1 and 2 and need enrichment, and for students who are taking the English Regents examination in June.
  - ✓ The reduction of class sizes on the 10<sup>th</sup> and 11<sup>th</sup> grade, specifically in Science, Math and History.
  - ✓ Alteration of ESL push-in to support the most needed areas in **Science, Math and Social Studies** among the 9<sup>th</sup> and 10<sup>th</sup> grades respectively.
  - ✓ The establishment of a Transitional Special Education Program offering IEP students flexibility in order to meet their Individualized Education Plan needs and provide a least restrictive combination of classes, specifically in Math, History and Science.
  - ✓ Curriculum changes support these Transitional classes.
  - ✓ The implementation of resource rooms on each grade level where dedicated teachers provide the academic and emotional support within the day.
  - ✓ Writing through the Content area expectation in all classes, one day per week.
  - ✓ The addition of an Internship Program for our Seniors who are on track to graduate
  - ✓ Circular 6 enhancements to support the expansion of our collaborative Inquiry Team work and targeted focused instruction groups.

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 Children’s First Network 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 began as two Mondays per month 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. An SBO has now combined these two Mondays into a more intensive monthly Professional Development opportunity. Over the years, particular attention has been given to our sub-groups: ELL, Special Education, lowest 1/3 and gender. E.L.L. workshops have 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 item analysis and 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 identifying differentiated strategies through the Point of Entry Model and Professional Teaching Standards, instructional change strategies utilizing rubrics and models, the establishment of greater curriculum coherence through the design of curriculum maps, and most recently, delving into a deep study of the new Common Core State Standards. Simultaneously, we have explored student self-assessments and self-reflection through student goal setting and personal intervention planning to 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 the past several years, 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 *collaborative inquiry team communities* which transcends the traditional professional development and offers sustained opportunities for teachers to explore issues and challenges together 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 instructional change strategies 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. Successful small changes can inform larger school-wide changes.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

	<b>GOAL</b>	<b>DESCRIPTION</b>
1	In the school year of 2010-2011, there will be a 3% increase on the ELA Regents.	Distribute the 11 <sup>th</sup> grade classes among multiple teachers and regroup students in the writing skills class based on their level of proficiency.
2	In the school year of 2010-2011, there will be an average increase of 3% on the NYSESLAT exam for the intermediate level of ELL students.	Teachers will participate in QTEL workshops to reduce the number of students who plateau in the intermediate level for multiple years. In addition, teachers will improve reading and writing strategies by incorporating non-fiction materials in the ELL curriculum. Brain Pop, Film Clips for Character Education will be used to enhance the acquisition of the second language.
3	In the school year 2010-2011, there will be a 2% increase in RCT reading and writing exams of students with IEPs.	Regroup students based on their reading and writing levels to provide direct instruction in reading comprehension and writing skills.
4	In the school year 2010-2011 there will be a 3% increase in the 9 <sup>th</sup> and 10 <sup>th</sup> grade student taking the integrated Math and Geometry Regents exams.	The analytical work done by the math squad in evaluating student work will pin-point students' strengths and challenges and will help address them through instructional strategy changes.
5	In the school year 2010-2011 there will be a 3% increase in the 10 <sup>th</sup> grade and 11 <sup>th</sup> grade student being team taught Global and US History.	Distribute the US History and year 2 Global History among multiple teachers in the department.

**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 2010-11 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, PLA, 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):** ELA Regents

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>In the school year of 2010-2011, there will be a 3% increase on the ELA Regents</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>+ Distribute the 11<sup>th</sup> grade classes among multiple teachers in the English department.</li> <li>+ Regroup 10<sup>th</sup> &amp; 11<sup>th</sup> grade students in the writing skills class based on their level of proficiency.</li> <li>+ Weekly inquiry work will be done by each grade. The 11<sup>th</sup> grade inquiry team will focus on improving writing skills using formative and summative assessments.</li> <li>+ Provide Professional Development workshops for English teachers to increase their understanding of the new Common Core Standards as the revise curriculum and assessments.</li> <li>+ Design subject area courses to include an increase in weekly writing tasks that expects students to produce clear and coherent writing in which development, organization and style address task, purpose and audience with relevant evidence and information.</li> <li>+ To utilize the skill of writing within each Inquiry Team focus for targeted groups of students.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Title I School Wide Program</li> <li>• TL Fair Student Funding</li> <li>• TL Children’s First Inquiry Team Funding</li> <li>• ARRA</li> <li>• CEIS</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>❖ Monthly Professional Development and Weekly Inquiry Team Agendas and Sign In Sheets.</li> <li>❖ Examination of teacher Performance tasks which are aligned to new standards.</li> <li>❖ Inquiry Teams' target group students' work, student progress, goal setting, next steps and reflections.</li> <li>❖ School's 2010-2011 program inclusive of our Writing Day Initiative where teachers are teaching their content through literacy.</li> </ul>
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**Subject/Area (where relevant): English Language Learners-NYSESLAT**

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>In the school year of 2010-2011, there will be an average increase of 3% on the NYSESLAT exam for the intermediate level of ELL students.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>✚ Non-TESOL and TESOL licensed teachers will participate in QTEL workshops to decrease the number of ELLs who plateau in the intermediate level for multiple years.</li> <li>✚ TESOL licenses teachers will incorporate non-fiction materials to diversify genres in the ELL curriculum and support content in the core subjects.</li> <li>✚ Technology will become an integral part of the ELL curriculum. To engage all types of learners, software such as Brain Pop and Film Clips for Character Education will be used to enhance the acquisition of the second language.</li> <li>✚ Writing intensive course had been incorporated in students' programs and supplemented English curriculum, as per the HSST program.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Title I ARRA SWP</li> <li>• Title I School Wide Program</li> <li>• TL Fair Student Funding</li> <li>• Title III LEP</li> <li>• CEIS</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>❖ ELL Periodic Assessments, Mock NYSESLAT and classroom assessments benchmark student performance during the course of the school year.</li> <li>❖ Weekly ELL inquiry team analysis (LAP Committee) of the intermediate level students who have scored intermediate level two years in a row. Inquiry team analysis of student work target areas of student need, progress, and necessary teacher instructional change strategies.</li> <li>❖ Personal Intervention Plans (student goal setting) where students identify their strengths and areas of weakness and develop their own academic learning goals.</li> <li>❖ Analysis of grades at the end of each marking period.</li> <li>❖ May 2011 NYSESLAT results.</li> </ul>
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**Subject/Area (where relevant):** Pass Rates on RCT Reading & Writing

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>In the school year 2010-2011, there will be a 2% increase in RCT reading and writing exams of students with IEPs.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>✚ Provide teachers weekly inquiry time to identify, monitor, assess and revise student performance.</li> <li>✚ Include ongoing support and training through supplemental visits of the Support Organization content area specialists in departmental meetings and common planning meetings.</li> <li>✚ Allow for greater collaborative flexibility in the programming design so the team teachers can meet regularly to analyze and interpret data.</li> <li>✚ Revisit programming at the end of each semester to revise it to better offer our 10<sup>th</sup> and 11<sup>th</sup> grade students a transitional program as they move from MRE to LRE.</li> <li>✚ After-school and Saturday tutoring to provide additional supports for students.</li> <li>✚ Purchase of texts which are content specific and vary in reading, writing and proficiency levels.</li> <li>✚ Organize bi-monthly informational workshops for Parents of special needs students about changes in the Special Education department.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• TL Parent Coordinator</li> <li>• Title I School Wide Program</li> <li>• TL Fair Student Funding</li> <li>• TL NYSTL Library</li> <li>• IDEA ARRA Mandatory CEIS</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>❖ Monthly Professional Development Agendas and Sign In Sheets</li> <li>❖ External Professional Development Workshop Agendas</li> <li>❖ Curriculum Support Specialists insight and feedback after classroom visitations.</li> <li>❖ Teacher Classroom Lesson Plans and Practice are evidencing the implemented ICT Models to support student learning outcomes.</li> <li>❖ Scholarship Report Data (passing classes) of our ICT students across grade levels.</li> </ul>

**Pass Rates on Algebra & Geometry Regents**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>In the school year 2010-2011 there will be a 3% increase in the 9<sup>th</sup> and 10<sup>th</sup> grade student taking the integrated algebra and geometry Regents exams.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>✚ The analytical work done by the math squad in evaluating student work will pin-point students' strengths and challenges and will help address them through instructional strategy changes.</li> <li>✚ Design a program where multiple teachers are instructing courses in Integrated Algebra and geometry.</li> <li>✚ Extend the Integrated Algebra and Geometry curriculum to three semesters to allow students to attain necessary math skills</li> <li>✚ Creation of smaller class sizes for Integrated Algebra students, especially for those students who are performing at level 1 or level 2, as per our HSST program.</li> <li>✚ Credit recovery classes offered during the day, after school and on Saturday, as per HSST schedule.</li> <li>✚ Day-time tutoring offered to students as a part of teachers' Circular 6 assignment, as per student sign in sheets.</li> </ul>

	<ul style="list-style-type: none"> <li>✚ Collaboration with the Gear-Up program for additional weekly mathematics tutoring, computers and calculators for students.</li> <li>✚ Highlighted effective teaching practices and strategies as evidenced in Professional Development agendas.</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<ul style="list-style-type: none"> <li>• Title I ARRA SWP</li> <li>• Title I School Wide Program</li> <li>• TL Fair Student Funding</li> <li>• TL Children's First Inquiry Team Funding</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>❖ Periodic Assessments, Mock Math Regents and classroom assessments benchmark student performance during the course of the school year.</li> <li>❖ Personal Intervention Plans (student goal setting) where students identify their strengths and areas of weakness and develop their own academic learning goals.</li> <li>❖ Student sign-in sheets from Circular 6 and after-school tutoring.</li> <li>❖ Analysis of grades at the end of each marking period.</li> <li>❖ June 2011 Regents English results.</li> </ul>

**Subject/Area (where relevant):** Pass Rate on the Global and US Regents

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>In the school year 2010-2011 there will be a 3% increase in the 10<sup>th</sup> grade and 11<sup>th</sup> grade student being team taught Global and US history.</p>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>✚ Distribute the US History and year 2 Global History among multiple teachers in the department</li> <li>✚ Credit recovery classes offered during the day and on Saturday, as per HSST schedule.</li> <li>✚ Increase in the weekly tutoring, as per our tutoring schedule and tutoring sign-in sheets.</li> <li>✚ Day-time tutoring offered to students as a part of teachers' Circular 6 assignment, as per student sign in sheets.</li> <li>✚ Highlighted effective teaching practices and strategies as evidenced in Professional</li> </ul>

	Development agendas.
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Contract for Excellence</li> <li>• Title I School Wide Program</li> <li>• TL Fair Student Funding</li> <li>• TL Children's First Inquiry Team Funding</li> <li>• TL NYSTL Library</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>❖ Periodic Assessments, Mock Integrated Algebra Regents and classroom assessments benchmark student performance during the course of the school year.</li> <li>❖ Data portfolios of lower third student work from Inquiry Team analysis of student work target areas of student need, progress, and necessary teacher instructional change strategies.</li> <li>❖ Personal Intervention Plans (student goal setting) where students identify their strengths and areas of weakness and develop their own academic learning goals.</li> <li>❖ Student sign-in sheets from Circular 6 and after-school tutoring.</li> <li>❖ Phone Logs from parental contact.</li> <li>❖ Analysis of grades at the end of each marking period.</li> <li>❖ June 2011 Integrated Algebra Regents results.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

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

**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	47	12	12	12	25	0	29	0
10	28	46	42	40	25	0	27	0
11	33	49	48	64	25	0	18	0
12	59	11	54	67	25	0	29	0

**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)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><b>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 9<sup>th</sup> 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.</b></p>
<b>Mathematics:</b>	<p><b>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 9<sup>th</sup> 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.</b></p>

<p><b>Science:</b></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><b>Social Studies:</b></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><b>At-risk Services Provided by the Guidance Counselor:</b></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>

<b>At-risk Services Provided by the School Psychologist:</b>	At-risk and mandated students receive services from the school psychologist to address concerns on an informal and formal basis. Students in need of a school psychologist receive services during their school day.
<b>At-risk Services Provided by the Social Worker:</b>	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.
<b>At-risk Health-related Services:</b>	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.

**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 (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 9-12 \_\_\_\_\_ Number of Students to be Served: 47 \_\_\_\_\_ LEP 480 Non-LEP

Number of Teachers 2 \_\_\_\_\_ Other Staff (Specify) Principal, Assistant Principal, Parent Coordinator, Counselors and support staff

School Building Instructional Program/Professional Development Overview

**Section II. Title III, Part A LEP Program Narrative**

**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 480 students of which 47 English language learners. Spanish is the primary home languages spoken within this group. There are 23-ninth graders whose English language levels, as stated on the NYSESLAT, are as follows; 6 scored advanced, 10 scored intermediate and 7 score beginner. There are 11-tenth grade students whose levels range from advanced, intermediate, and beginner (2, 8, and 1 respectively). There are 9-eleventh grade students and their levels range from advanced to intermediate to beginner (1, 6 and 2 respectively). There are 4-twelfth grade students scored, 3 are advanced and 1 scored intermediate.

The patterns of students' results in the four modalities of listening, reading, writing and speaking range from proficient to advanced to intermediate to beginner. An analysis of the data from the spring 2010 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 programs. Therefore, our 48 ELL students speak English and receive instruction conducted in English. Our beginner level students have three self-contained dedicated ESL classes, while the intermediate students receive two self-contained periods and our advanced students receive one self-contained 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 two ESL teachers.

Additional support is also structured within this self-contained model as our 9<sup>th</sup> and 10<sup>th</sup> 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 of 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 11<sup>th</sup> and 12<sup>th</sup> 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, 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 and materials and resources 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. The after-school program (including Saturday program) 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. The materials and resources will facilitate the language acquisition process. Such materials and resources are technology in the classrooms such as smart board, Brain Pop and Film Clips for Character education and translated textbooks in US, Global and Algebra.

As part of the tutoring program, ELLs will participate in science, social studies and English. 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 continues to be this year's academic focus. This skill was selected using results of the NYSSLAT modality report and Regents exams. Students will attend the NYSESLAT and Regents tutoring each semester to become familiar with the structure of each exam and improve test taking skills.

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**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.

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Teachers who teach ELLs participate in numerous professional developments. Licensed content area teachers and TESOL licensed teachers meet weekly during inquiry team meetings to discuss challenges ELLs face in content area classes. Inquiry 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.

In addition, the LAP committee meets bi-weekly to discuss ELL progress and modifications to curricula as a result of student work review. Its research and findings is shared during grade team meetings and staff development days.

**Section III. Title III Budget**

School: Astor Collegiate Academy, 11x299

BEDS Code: 321100011299

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$9,479.10	<ul style="list-style-type: none"> <li>• 26 hours of per-session for after-school tutoring x \$49.89 = <b>1,297.14</b></li> <li>• 72 hours of per-session for Saturday school x \$49.89 = <b>3,592.08</b></li> <li>• 12 hours of per-session for NYSESLAT prep x \$49.89 = <b>598.68</b></li> <li>• 30 (15 hrs each semester) hours of per-session for Regents prep in English, Social Studies and Science x \$49.89 = <b>1,496.70</b></li> <li>• 50 hours of per-session for lesson planning x \$49.89 = <b>2,494.50</b></li> </ul>
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$1932.44	<b>Pearson Longman Dictionaries, Nothing But the Truth, Claves para la Compresion de Historia universal, Nuestro Mundo.</b>
<b>Educational Software (Object Code 199)</b>	\$595	<b>Brain Pop, Film Clips for Character Education</b>
<b>Travel</b>		

<b>Other (Equipment)</b>	\$3,000	<b>Smartboard</b>
<b>TOTAL</b>	15,006.54	

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

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

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

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

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

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. Thirty 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**

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

Written translation services will be provided by our in-house school staff and the Office of Translation and Interpretation Unit. 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. Various community groups will be used to translate documents into languages not spoken by members of the NYC DOE or the Astor Staff.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$256,518.00	\$237,865.00	\$494,383.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 2,565.00	\$ 2,379.00	\$ 4,944.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 31,128.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 31,129.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 91.87%
6. 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 is offered to the teachers on and offsite, including workshops pertaining to laboratory work and regents examinations. Children First Network Content Area Specialists meet 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**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. Fall and Spring ARIS Parent Link Kick Off Workshops are held on Saturdays to encourage parental utilization of data systems.

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 2010 – 2011.

### **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. Teachers are required to make weekly phone calls and send out Academic Notification letters to families to apprise them of student progress. 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. Parent Coordinator is available for families to gain access to ARIS data systems as well.

**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 27, 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 27 encompassing Section V and VI on Goals and Action Plans and Appendix 1 entitled, Academic Intervention Services Summary Form, pages 28-31. Please refer to Appendix 2, from pages 32-35. .**

3. Instruction by highly qualified staff.

**This information can be found starting on page 13-27 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 in Appendix 2.**

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 13-27 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 32 and ending on page 35, 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 16-24 in Section VI: Action Plan and well as within Appendix 2 and Appendix 3 starting on pages 32-52 and within Appendix 4, 41-49.**

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 11-14 in Section IV, Accomplishments of Needs Assessment Findings and throughout pages 14-26 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 16-24 in Section VI: Action Plan and 30 - 33 of Appendix 1 and 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.**

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not

literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal		X				
Title I, Part A (ARRA)	Federal		X				
Title II, Part A	Federal			N/A			
Title III, Part A	Federal		X				
Title IV	Federal		X				
IDEA	Federal		X				
Tax Levy	Local		X				

#### 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.

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** In good standing      **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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.

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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.

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

## APPENDIX 7: 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>

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### **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 5 students identified as students in Temporary Housing.**
2. Please describe the services you are planning to provide to the STH population.
  1. **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).**
  2. **Newly registering families and those students who change residences during the year are provided with the Student Residency Questionnaire for completion.**
  3. **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.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Astor Collegiate Academy						
<b>District:</b>	11	<b>DBN:</b>	11X299	<b>School</b>		321100011299	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		84.2	87.0	85.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	155	158	134				
Grade 10	151	154	168				
Grade 11	90	100	124				
Grade 12	43	59	54				
Ungraded	0	0	0				
<b>Total</b>	<b>439</b>	<b>471</b>	<b>480</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	94.1	91.2	93.4

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	83.2	73.6	74.5

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	8	8

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	7	2

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	12	18	15	Principal Suspensions	58	89	183
# in Collaborative Team Teaching (CTT) Classes	36	41	57	Superintendent Suspensions	7	5	16
Number all others	27	33	33				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	25	26	33
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	11	10
# receiving ESL services only	47	28	TBD	Number of Educational Paraprofessionals	0	2	4
# ELLs with IEPs	7	10	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	11	26	76	% fully licensed & permanently assigned to this school	100.0	100.0	96.5
				% more than 2 years teaching in this school	36.0	69.2	72.7
				% more than 5 years teaching anywhere	24.0	34.6	45.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	56.0	69.0	81.8
American Indian or Alaska Native	0.5	1.3	1.0	% core classes taught by "highly qualified" teachers	100.0	94.6	94.2
Black or African American	41.7	42.0	40.2				
Hispanic or Latino	42.8	41.0	42.7				
Asian or Native Hawaiian/Other Pacific	3.6	4.5	4.8				
White	10.9	10.0	11.3				
<b>Male</b>	55.4	58.4	57.3				
<b>Female</b>	44.6	41.6	42.7				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	v

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				v	v	v	
<b>Ethnicity</b>							

American Indian or Alaska Native							-
Black or African American				v	v		
Hispanic or Latino				v	v		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial				-	-	-	
Students with Disabilities				-	-	-	
Limited English Proficient				-	-		
Economically Disadvantaged				v	v		
<b>Student groups making</b>				<b>4</b>	<b>4</b>	<b>1</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	67.1	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	10.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	18.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	36.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 17</b>	District <b>11</b>	School Number <b>299</b>	School Name <b>Astor Collegiate</b>
Principal <b>Rose LoBianco</b>		Assistant Principal <b>Sandra Burgos</b>	
Coach		Coach	
Teacher/Subject Area <b>Anthony Owusu-Asirifi, CertESL</b>		Guidance Counselor <b>Ethan Insel</b>	
Teacher/Subject Area <b>Salvatore Ferone, SS</b>		Parent	
Teacher/Subject Area <b>Terrance Richmond, SS</b>		Parent Coordinator <b>Rosaline Torruella</b>	
Related Service Provider		Other <b>Lorelie Racelis, Math Teacher</b>	
Network Leader <b>Richard Cintron</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>3</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>480</b>	Total Number of ELLs	<b>48</b>	ELLs as Share of Total Student Population (%)	<b>10.00%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

The identification process begins and ends with the ELL Coordinator who is also a certified ESL teacher. He does it in concert with the assistant principal, parent coordinator, guidance counselors and the school secretary.

ELLs and their parents or guardians new to this school are welcomed by the bilingual parent coordinator, the ELL coordinator, the guidance counselors and the bilingual assistant principal. The Home Language Survey (HLIS), Program Selection Form, Parent Orientation Video Form and academic records of ELLs who are coming from a NYC public school are reviewed by the counselors, the assistant principal, the parent coordinator and the ELL coordinator to determine proper placement of the continuing student. Apart from the HLIS, any other 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 reviewed by the assistant principal and parent or guardian and printed regardless of the Home Language Survey. This is done to ensure that there are no discrepancies in home language identification and program selection. 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 and follow a similar process. The assistant principal, ELL coordinator and parent coordinator will assist parents or guardians in completing the Home Language Survey and conduct interviews to get a better understanding of the new student's educational history. The parents are reminded that if the program selection forms are not returned, the default program for their wards will be transitional bilingual education. Upon completion of the interview and review of the HLIS, the assistant principal or the ELL coordinator will determine if the Lab-R and Spanish Lab-R need to be administered. Parents or guardians are explained the language acquisition programs offered by the state and are asked to complete the program selection form after they have watched the parent orientation video. Students are then programmed in ESL classes based on their Lab-R results and program selection forms. The parent coordinator or assistant principal will do a walk through the school and familiarize the family with parent and student support services available in the school. The counselors on the other hand create programs for the new ELLs. 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. This process takes place within ten days. Parents receive all the information in our most commonly used native language (Spanish). Translation services are constantly provided throughout the process. The Translation and Interpretation Unit is used to translate and interpret any information to our non-English speaking parents and guardians.

Whether the entering ELL is new to the school and/or country, parents and guardians are sent entitlement letters at the beginning of every school year (September). The ELL coordinator is responsible for monitoring the distribution and return of entitlement letters; parent orientation and program selection forms. If a program selection form is not returned, the default program will be TBE. The ELL coordinator and parent coordinator make follow up phone calls. Additionally, parents 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 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 sent 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 and is on going throughout the school year.

ELLs attending Astor Collegiate Academy are programmed based on language proficiency. Language proficiency is determined using the LAB-R or 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 and 180 minutes of ELA 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. At the registration, the various program options available to parents are explained to parents or guardians in their various native languages. 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.

A careful review of Parent Survey and Program Selection forms has revealed that parents mostly choose ESL. For instance, in the last two years only three parents have opted for transitional bilingual education. No parent or guardian has chosen Dual Language. Students are therefore are appropriately placed in the program of their choice at the time of entry.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K  1  2  3  4  5   
 6  7  8  9  10  11  12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		Special Education
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0



Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

ELLs at Astor benefit from a combination of self-contained and push-in model of instruction. ELLs are programmed in self-contained ESL classes based on their Lab-R or NYSESLAT scores. Beginning level students receive three periods (each period is 45 minutes) daily of ESL instruction with an ESL licensed teacher. Intermediate level ELLs receive 2 periods and advanced level ELLs receive one period of ESL and one period of ELA. To ensure ELLs receive the proper supported in their context area classes, an ESL teacher pushes in global, US and living environment classes. These classes were selected based on previous Regents results that revealed ELLs performing lower than their counterparts due to lack of content vocabulary and poor writing skills. As a result, each ESL teacher is becoming specialized in a content area as they work with their colleagues developing lessons that maximize learning opportunities for all students. Teacher program and specialties have become easier to program because all students at Astor are blocked program with minor sections for ELLs. ELLs are separated from their general education counterparts in ELA and Spanish. While beginning level ELLs are in their ESL classes, the GE students are in their ELA classes. However, Intermediate and advanced level ELLs differ in that they take ELA with their counter parts but are separated from them during some elective periods. Depending of Spanish language skills, ELLs are also placed in different level of Spanish. Such program ensures that all ELLs receive their madated ESL instruction number of minutes as revealed from their Lab-R or NYSESLAT results as they become proficient in English by becoming bilingual and bi-culture.

3. Although academic language is developed in all academic subjects, the spring 2010 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 various computer programs. 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 Albanian, 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. Teachers use various ESL strategies to differentiate instruction in all content area classes.

4. 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. Notification flyers and letters advising students and parents about the after-school and intervention programs available are distributed and posted around the school in English and students' native languages. Communication in the school is mainly in English and the native languages of the ELLs. Potential Long term ELLs are part of each grade inquiry team. Their student work are analyzed both licensed TESOL and content area teachers. Needs of improvements are identified during our weekly grade team meeting and strategies are developed and implemented in order improve student outcome and prevent them from becoming long term ELLs. 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. In addition, LTE are programmed in a writing skills classes and math applications

class to support their ELA/ESL and math applications classes through-out the day. Both LTE and SIFE participate in the credit recovery program.

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

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

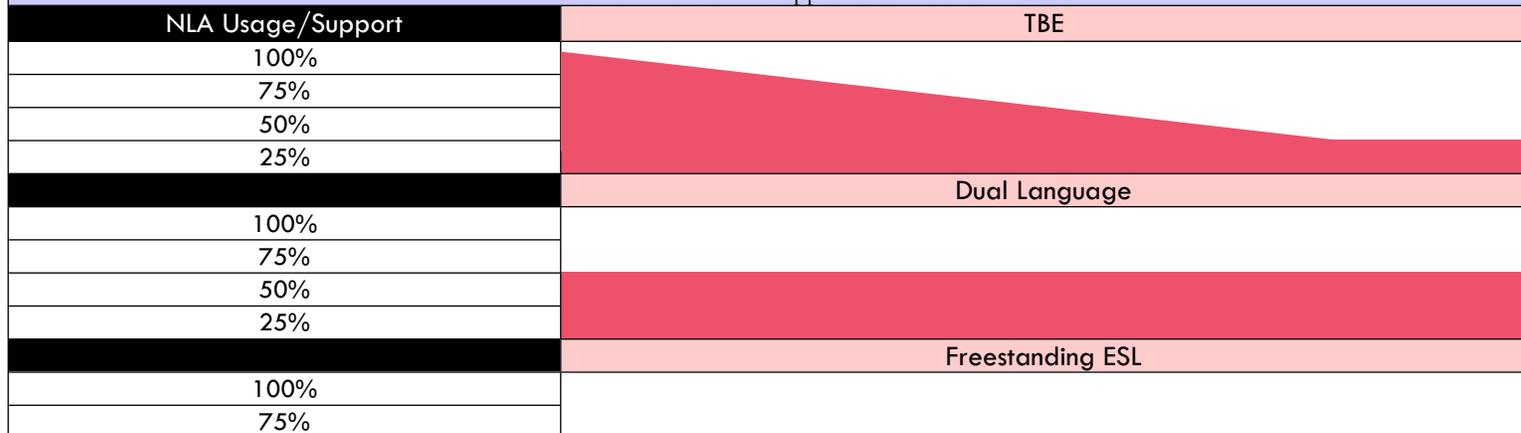
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

ELLs participate in Astor's intervention program during and after-school. Notification flyers and letters advising students and parents about the after-school and intervention programs available are distributed and posted around the school in English and students' native languages. Communication in the school is mainly in English and the native languages of the ELLs. During lunch periods, ELLs who are in danger of falling behind will be invited to meet with a tutor. ELLs who are part of the bottom third of the school will be part of each grade's inquiry team and will be assigned a tutor-mentor who will address his/her learning, social and behavioral needs. They will also attend the Saturday program where they will take ELA, global, US or living environment classes to reinforce what was learned during the week. ELLs who have fallen behind in credits will take independent studies using the web-based PLATO program. A licensed teacher will provide further assistance to the ELLs as they complete each PLATO module.

Former ELLs continue to benefit from the school's ESL program by continuing to be placed in team teaching content area classes for one year, attending the Saturday program and taking advantage of the testing modifications they are entitled to receive up to two years from their proficient year. The use of technology will be evident in ESL classes. Upon approval of Title III funds, teachers will use Brainpop and Film clips from character education to English language skills. In addition, teachers will incorporate the use of smartboards to enhance the learning process of all students. Astor will also expand the use of materials in the Spanish language since most of the students who are stagnant in language acquisition are Spanish speaking ELLs. The use of the SIFE content area libraries will most likely discontinue. The libraries do not provide a strong content area support at the high school level.

To address the needs of newly enrolled ELLs, parent/guardian and student meet with Spanish speaking parent coordinator and administrator to become familiar with the city and state ELL regulations and to learn about Astor Collegiate Academy and its support

programs. In additions, newly enrolled ELLs are marched with a student in their content area classes to assist with content understanding and develop friendships. Spanish speaking ELLs also participate in the many activities organized by the Spaish language teachers at Astor. ELLs who speak a native language other than Spansih also participate in the monolingual Spansih language program as their non-ELLs classmates.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Professional development is on going throughout the year for all staff working with the ELLs at Astor. This include the school secretaries, the assistant principals, guidance counselors, ESL teachers and all content area teachers. Professional development at Astor is multi-facet. ESL licensed teachers participate in numerous workshops offered by BETAC and the Office of ELLs. They also work with their team teaching colleagues during their collaborative planing time to incorporate new strategies in their lessons and to assist the ELLs as they transition from school level to another. They brainstorm multiple entry points of the lesson as they vary difficulty levels of student tasks. The team teaching content area licensed teacher also attend multiple workshops offered by the Office of ELLs. To ensure that all teachers are currents with teaching ELLs and meet the minimum 7.5 hours are ELL professional development, variuos topics of "understanding ELLs" will be presented at Astor's monthly professional development days. Documentation of ELL training are kept with the school secretary.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

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) and other native languages spoken by the students and their parents. They are invited to fill-out the school learning environment survey during parent conferences. 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 these out-reach and teams, Astor is able to evaluate the needs of parents, their students and the school.

Astor Collegiate Academy has partner with TriO, Gear up and SoBro to help students acclimate to high school life and assit in academic success. Parental needs and concerns are heard and addressed during the ELL parent meetings and School Leadership Team. Teachers at Astor are supposed to make at least 10 phone calls to parents just to keep parents abreast with how their wards are faring in school.

## Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										8	1	2	0	11
Intermediate(I)										11	8	6	1	26
Advanced (A)										5	2	1	3	11
Total	0	0	0	0	0	0	0	0	0	24	11	9	4	48

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										1		1	
	I										5		1	
	A										5	6	1	3
	P										8	5	1	3
READING/ WRITING	B										8	5	6	1
	I										8	7	6	1
	A										5	2	1	3
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	11		2	
Math <u>Algebra</u>	22		11	
Math <u>Geometry</u>	11		4	
Biology				
Chemistry	1			
Earth Science	9		1	
Living Environment	18		2	
Physics				
Global History and Geography	17	1	2	1
US History and Government	11	1	3	1
Foreign Language	10		9	
Other <u>Math A</u>	1			
Other <u>RCTs</u>	21		9	
NYSAA ELA				
NYSAA Mathematics				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Astor uses the Lab-R in Spanish, ELL Periodic Assessment and teacher generated placement exams to determine literacy levels in native language and measure language acquisition progress of the second language. Results revealed that the majority of the ELLs whose first language is Spanish are literate in that language (excluding ELLs with IEPs). Lab-R and NYSESLAT data patterns revealed that 8 students have remained in intermediate level due to their reading and writing scores regardless of grade. To address ELLs' poor writing skills, Astor Collegiate Academy continues to focus on writing across all content area classes and continue to program students in a writing skills class as part of their program. Astor has also designated weekly writing days for all classes, including electives such as bussiness and life skills classes. Astor expects to see improvement in multiple genres of writing. The results from various exams are examined during LAP team meetings. Trends are identified, results from students who are beginning to become stagnant in their langugae acquisition are conferenced and students overall performance are observed in classrooms. Results also revealed that content vocabulary needs to be attained. ELLs also lack exposure to american culture. Content area teachers are understanding that they need to teach vocabulary and correct writing as they assess content knowledge. To ensure students understand and retain content, the ESL teachers used content based materials to teach

**Additional Information**

Students also use content translation dictionaries created by the State as another resource. ELLs are also becoming exposed to American

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		
	Coach		11/1/10
	Guidance Counselor		11/1/10
	Network Leader		

	Other <u>Data Specialist,</u>		11/1/10
	Other		
	Other		
	Other		

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

**School DBN: 11x299**

*All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$256,518.00	\$237,865.00	\$494,383.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 2,565.00	\$ 2,379.00	\$ 4,944.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 31,129.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
91.87%

6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Professional Development in the content area is offered to the teachers on and offsite, including workshops pertaining to laboratory work and regents examinations. Children First Network Content Area Specialists meet 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.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

***Explanation – School Parental Involvement Policy:*** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## 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.

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.

2. Parents/Guardians will share responsibility for student performance through Parent/Teacher conferences, School Leadership meetings, PPC, Family Support and Intervention conferences.
3. 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. Fall and Spring ARIS Parent Link Kick Off Workshops are held on Saturdays to encourage parental utilization of data systems.
4. Parent/Guardian meetings are scheduled at various times during and after the school day to accommodate parents/guardians.
5. Responses to parent/guardian written comments will be done through phone contact or written communication with appropriate supervisor.
6. 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.

7. 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.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

<b>SCHOOL-PARENT COMPACT</b>
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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 2010 – 2011.

**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. Teachers are required to make weekly phone calls and send out Academic Notification letters to families to apprise them of student progress. 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. Parent Coordinator is available for families to gain access to ARIS data systems as well.

**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**

Parents will support their 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

#### Section I: Schoolwide Program (SWP) Required Components

**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 27, 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:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.

- 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 27 encompassing Section V and VI on Goals and Action Plans and Appendix 1 entitled, Academic Intervention Services Summary Form, pages 28-31. Please refer to Appendix 2, from pages 32- 35.**

3. Instruction by highly qualified staff.

**This information can be found starting on page 13-27 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 in Appendix 2.**

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 13-27 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 32 and ending on page 35, 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 16-24 in Section VI: Action Plan and well as within Appendix 2 and Appendix 3 starting on pages 32-52 and within Appendix 4, 41-49.**

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 11-14 in Section IV, Accomplishments of Needs Assessment Findings and throughout pages 14-26 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 16-24 in Section VI: Action Plan and 30 - 33 of Appendix 1 and 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 receives 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.**

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to

provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities

have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
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<sup>1</sup> **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$256,519	x	5, 6, 7, 8
Title I, Part A (ARRA)	Federal	X			\$237,865	x	5, 6, 7, 8
Title II, Part A	Federal			n/a			
Title III, Part A	Federal		x				
Title IV	Federal			n/a			
IDEA	Federal		x				
Tax Levy	Local	x			\$2,868,926	x	9, 10, 11