



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** ASTOR COLLEGIATE ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X299

PRINCIPAL: SANDRA BURGOS      EMAIL: SBURGOS3@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR-BROWN

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
<b>Sandra Burgos</b>	*Principal or Designee	
<b>Douglas Novak</b>	*UFT Chapter Leader or Designee	
<b>Keith March</b>	*PA/PTA President or Designated Co-President	
<b>Sabina Colonna</b>	DC 37 Representative, if applicable	
<b>Dominick Soto Malaka Davis Atedhetare Mulaj</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>Dante Cao</b>	Member/ UFT	
<b>Laura Scarpinato</b>	Member/Recording Secretary	
<b>Diane Colberg</b>	Member/parent	
<b>Angela Vera</b>	Member/ UFT	
<b>Sandra Clarke</b>	Member/parent	
<b>Victor Arroyo</b>	Member/CSA	
	Member/parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**To increase the percentage of students from 63.9% to 66.9% in their first year that earn 10+ credits for the 2011-2012 school year.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**The 2010-2011 SY data showed that our first and second year student struggled the most to earn 10+ credits, 63.9% and 62.8% respectively. Although the school's result for the first year was slightly higher than the second year, the percent of peer range for first year students (33%) was significantly less than second year students (42.3%). And if we compare the students in their first year who earned 10+ credits in year one for the past two years we find that the 2010-2011 SY% (63.9%) is a over a 20% drop from the 2009-2010 SY% (80.8%) and the 2008-2009 SY% (81.3%). And if we also look at our six year graduation rate trend for the past three years we see a slight increase from last year, but a 3% decrease from two years ago.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **Review and update records of incoming first year students**
- **Conduct baseline assessments of incoming first year students and establish student goals**
- **Conduct professional development for using data to drive instruction and differentiated instruction**
- **Provide opportunities for students to make-up work and have experiences to build their identified needs**
- **Conduct regular parent/student conferences on a regular basis**
- **Establish teacher –student partnerships**
- **Implement PDIS to reinforce positive behaviors and create a reward system**
- **Implement school-wide data system for student performance**
- **Implement afterschool groups for at-risk students**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology**

**Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home**

**Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Recruiting new teachers from certified programs such as the Teaching Fellowes**

**Attending job fairs for ATR and new teachers to recruit highly qualify teachers**

**Providing increased leadership opportunities/programs to maintain highly qualified teachers**

**Support teachers in meeting licensing requirements, ie. Professional development hours, mentoring, ect.**

**Developing relationships with local colleges, universities, and CBO's that support teacher growth and development**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**NCLB Title 1 funds will be used to support student and parent services for improving student academic performance.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Title 1: Teacher, Guidance Counselor, and Supervisor Per Session for credit recovery, parent workshops and student counseling, supplemental books and educational support materials**

**OTPS funds will provide educational support materials for teachers and students**

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**To improve the percentage of students from 32% to 35% that pass with the Global History & Geography Regents with a 65+ for the 2011-2012 SY.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**Our weighted Regents Pass Rate for the 2010-2011 Global History Regents has us at 0.97 which is 36.1% of our Peer Range and 35.3% of the city range. Global History is our lowest weighted Regents pass Rate, followed closely by another social studies course, United States History. In the 2009-10 SY we had 32% of our student score 65+, in 2008-09 we had 50% of our students score 65+, and in 2007-08 we had 38% of our students score 65+. So in comparison to last year we had more than a 40% decrease in students scoring above 65+. And if we look at last years Global Studies results we also find only 4% of our students scored above an 85. And ultimate, our school's 2010-11 Progress Report grade for student progress was our lowest grade, 26.7 out of 60 giving us a score of a D.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **Align ninth and tenth grade Global Studies curriculum with English 9 and 10**
- **Conduct baseline assessments of Grade 9 and 10 for Global Studies Students**
- **Identify Standards and skills need for Global Studies Regents and monitor and track student progress in developing mastery**
- **Provide enrichment, afterschool, and home activities to develop student mastery and make-up or revisit previous Standards and skills**
- **Utilize technology and English courses to reinforce Global Studies content and skills**
- **Provide parents with ongoing feedback and opportunities to conference**
- **Guidance counselor reports to teachers and parents**
- **Implement a formative system of grading and CCLS units and performance tasks**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community**

**Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress in Global Studies**

**Providing materials and training to help parents work with their children to improve their achievement level in Global Studies**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Recruiting new teachers from certified programs such as the Teaching Fellows**

**Attending job fairs for ATR and new teachers to recruit highly qualify teachers**

**Providing increased leadership opportunities/programs to maintain highly qualified teachers**

**Support teachers in meeting licensing requirements, ie. Professional development hours, mentoring, ect.**

**Developing relationships with local colleges, universities, and CBO's that support teacher growth and development**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**NCLB Title 1 funding will be used to support student and parent services for improving student academic performance.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Title 1: Teacher, Guidance Counselor, and Supervisor Per Session for tutoring, curriculum revision, parent workshops, review books and educational support materials**

**OTPS funds will provide educational support materials for teachers and students**

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**To improve the four year graduation rate from 65.5% to 68.8% for the 2011-2012 school year.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**Our school's four year graduation rate for 2010-11 (n=116) was 65.5% which was 51.9% of the Peer Range and 46.4% of the City Range. And if we look at the data for the previous three years we find that the four year graduation rate is declining each year: 2008-09(76.0%), 2009-10 (70.8%), and 2010-11 (65.5%). And our 2010-11 six year graduation rate (85.9%) it is slightly above 2009-10 (84.0%), yet less than 2008-09 (92.0%).**

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **Conduct student advisement fairs for guidance counselors to review graduation requirements for third and fourth year students**
- **Student reports indicating progress towards graduation at all grade levels issued to students and parents**
- **Parent conferencing for students who are off-track, close to being on track, and those on track for graduation**
- **Credit recovery programs for students**
- **Professional development for teachers and counselors to work with parents and at-risk students, use data to guide and differentiate instruction, and implement a tracking system for student progress**
- **Utilize CCLS to introduce the concept of college-readiness**
- **Review curriculum to best address student needs for passing Regents examinations to meet graduation requirements**
- **Create peer support groups to assist students in passing courses, regents, and developing life skills.**
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#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is**

welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.

**Providing written and verbal progress reports that are periodically given to keep parents informed of their children's academic progress**

**Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community**

**Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Recruiting new teachers from certified programs such as the Teaching Fellowes**

**Attending job fairs for ATR and new teachers to recruit highly qualify teachers**

**Providing increased leadership opportunities/programs to maintain highly qualified teachers**

**Support teachers in meeting licensing requirements, ie. Professional development hours, mentoring, ect.**

**Developing relationships with local colleges, universities, and CBO's that support teacher growth and development**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**NCLB Title 1 monies will be used to support student and parent services for improving student academic performance.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Title 1: Teacher, Guidance Counselor, and Supervisor Per Session for credit recovery, parent workshops and student counseling, supplemental books and educational support materials**

**OTPS funds will provide educational support materials for teachers and students**

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

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

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<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</b></p>

	<p>incorporated by teachers which will enable students to identify strengths, weaknesses and an action plan to address these weaknesses.</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</p>

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

## **DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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### **PARENT INVOLVEMENT POLICY (PIP)**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### ***SCHOOL-PARENT COMPACT***

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

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

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** \_11x299\_\_\_\_\_ **School Name:** \_\_\_Sandra Burgos\_\_\_\_\_

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

*Astor did not meet the ELA target for all Blacks and Hispanics and math for all Hispanics. The school has not participated in a Quality Review since 2008. In the 2011 Quality Review the tentative areas of improvement were:*

- *Align school's curriculum to common core learning standards in literacy and math;*
- *Promote greater consistency in differentiated instruction based on data;*
- *Expand strategic planning;*
- *Deepen the school's use of rubrics;*
- *Establish interim goals.*

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

There will be an increase in teacher training to develop unit maps which align to the curriculum and the common core learning standards. Teachers will meet to refine current unit maps and increase number of unit maps for all ELA and Math classes. Smartboard training will be expanded to increase differentiation in the classroom through the use of technology. Strategic planning hours will be scheduled outside of the school day to increase co-planning opportunities in the ELA and math departments. There will be an expanded after-school program for all Blacks and Hispanic students to meet graduation requirements in the ELA and math Regents. In addition, parent involvement will increase through participation in parent meetings regarding Regents and graduation requirements.

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### **Part B: For Title I SINI Schools Only**

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 will be used to remove the school from school improvement.

*The 10% of the Title I funds will be used for professional development. Teachers will participate in professional development workshops offered by the city, the Columbus campus UFT Teacher Center and the network to improve instruction. Such titles are:*

- *Response to Intervention (literacy and math) a practice for increasing student achievement*
- *Improving Outcomes for all English Language Learners & Students with Disabilities*
- *CCLS Peer review workshop*
- *CCLS- Writing Standard 1 for ELA, Social Studies and Science*
- *CCLS-Standard for Mathematical Practice 3*

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

*An "F" status teacher will continue to assist the math department in refining lesson development, lesson delivery and using data to drive instruction. ELA and math teachers will participate in inter-visitation and co-planning to allow to teachers to share best practices to improve their teaching craft.*

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.

*Parent will receive the notice through the mail inviting them to a meeting to answer any questions they may have about the school improvement interventions and programs. In addition, parents will be invited to informational session regarding Regents and graduation requirements which will be facilitated by the guidance team and teachers of the students who are in need of intervention.*

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Jose Ruiz/ Lawrence Pendergast</b>	District <b>11</b>	Borough <b>Bronx</b>	School Number <b>299</b>
School Name <b>Astor Collegiate Academy</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Sandra Burgos</b>	Assistant Principal <b>George Cherry</b>
Coach <b>type here</b>	Coach
ESL Teacher <b>Anthony Owusu-Asirifi-ELL Co</b>	Guidance Counselor <b>Dawn Brodsky</b>
Teacher/Subject Area <b>Lorelie Racelis</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Rosaline Torruella</b>
Related Service Provider	Other
Network Leader <b>Lawrence Pendergast</b>	Other <b>type here</b>

### C. 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>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>		

### D. School Demographics

Total number of students in school	<b>507</b>	Total Number of ELLs	<b>41</b>	ELLs as share of total student population (%)	<b>8.09%</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

1. The identification process revolves around the ELL Coordinator who is also a certified ESL teacher and speaks English and Twi. He does it in concert with the assistant principal who speaks English, French and Spanish; a bilingual 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 the 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/ 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. Records are kept by the assistant principal, the ELL coordinator and the guidance counselors separately.

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. Astor makes certain that all ELLs take the NYSESLAT every year. To ensure that all ELLs do not miss out on any of the four modalities of the NYSESLAT (reading, writing, speaking and listening), letters and the schedule for testing each modality are sent home to parents. Flyers and notices are also posted all over the school. The importance of taking the test and testing proficient are explained to parents during ELL parent conferences. Students are tested in four days; however two make-up days are scheduled in order to provide opportunities for students who might miss a test due to circumstances beyond their control.

2. Structures are in place to ensure that parents understand all three language programs are that students new to the New York City school system are also welcomed by the staff members mentioned above and follow a similar process. After that the bilingual assistant principal or bilingual ELL coordinator and bilingual 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. Upon completion of the interview and review of the HLIS, the assistant principal or the ELL coordinator will determine if the Lab-R and/or Spanish Lab-R need to be administered. Parents or guardians are invited to watch the parent orientation video (in a language of their choice) which describes the three language programs offered by the NYC DOE (Transitional Bilingual Education (TBE), Dual Language, and Freestanding ESL). After the video, parents are asked to complete the parents' survey and the program selection forms.

3. The school ensures whether the entering ELL is new to the school and/or country, parents and guardians are sent entitlement and placement letters at the beginning of every school year (September). The ELL coordinator is responsible for monitoring, distribution

and return of entitlement letters, parent orientation and program selection forms. The letters are sent in various languages. The school uses the translation unit and online resources from NYC DOE. Copies of all forms (program selection and parent survey) and correspondence are kept in the ESL office by the ELL coordinator. 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 and further outreach.

4. The criteria and procedures followed to place identified ELLs in ESL instructional are as follows: Students are then programmed based on their LAB-R results and the program selection form. As part of the parent orientation, 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 English and 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.

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. All communications (calls, brochures, fliers and letters) are provided in English and the students'/parents' native language.

5. 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 appropriately placed in the program of their choice at the time of entry.

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.

6. In order to build alignment between parent choice and program offerings, the following is undertaken: At registration, the various program options available to parents are explained to parents or guardians. 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.

## 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

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained Push-In</b>										20	11	4	6	41
<b>Total</b>	0	0	0	0	0	0	0	0	0	20	11	4	6	41

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	14
SIFE	11	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	11

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	13	4	0	17	6	5	11	1	10	41
<b>Total</b>	<b>13</b>	<b>4</b>	<b>0</b>	<b>17</b>	<b>6</b>	<b>5</b>	<b>11</b>	<b>1</b>	<b>10</b>	<b>41</b>

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

### 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										12	9	1	5	27
Chinese										1				1
Russian											0			0
Bengali														0
Urdu												1		1
Arabic										1				1
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian										4		2		6
Other										2	1		1	4
<b>TOTAL</b>	<b>0</b>	<b>20</b>	<b>11</b>	<b>4</b>	<b>6</b>	<b>41</b>								

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

## A. Programming and Scheduling Information

Paste response to questions 1-7 here

1. 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 on the other hand receive 2 periods and advanced level ELLs receive one period of ESL and one period of ELA.
2. To ensure ELLs receive the proper support in their context area classes, an ESL teacher pushes in global and US history 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 collaboratively with their colleagues developing lessons that maximize learning opportunities for all students.
3. Although academic language is developed in all academic subjects, the spring 2011 NYSESLAT results revealed that there is a high need to improve reading and writing skills among all ELLs. As a result, intermediate and advanced level ELLs participate in intensive reading and writing skills classes to improve their reading and academic skills. Technical and academic terms are also an integral part of vocabulary building. Consequently, emphasis is placed on tier vocabulary 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 into prior knowledge and experiences to scaffold new materials. 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. The school uses bilingual and bicultural staffs such as assistant principals, teachers and others who speak other languages as interpreters in ESL and other content area classes. Additionally, translation dictionaries and glossaries 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. We have been able to purchase 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. Astor Collegiate Academy ensures that ELLs are appropriately assessed and evaluated through various means. First, Spanish speaking ELLs are made to take the Spanish Lab-R to determine native language skills. Also, teachers and staff who speak various languages that newly admit ELLs speak assess their native language skills either through writing or speaking. 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 English and 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. Moreover, Spanish speaking students can take some regents exams in their native language. Besides, Glossaries are provided to ELLs in their native languages.
5. In order to meet the varied needs of SIFEs, ESL teachers work in collaboration with other teachers to identify SIFEs using the NYC Dept. of Education SIFE identification questionnaire and other approaches. To help integrate language and literacy development along with content-area knowledge, ESL teachers push in content area classes to promote reading and writing. The school uses collaboration models across academic departments to support simultaneous linguistic and academic development among the SIFEs. The school also provides bilingual and bicultural staff using assistant principals, teachers and other staff members who speak other languages as interpreters in ESL and other content area classes. Additionally, bilingual glossaries and SIFE library are also provided. SIFEs are introduced to technology through the use of Smartboards, Epson Interactive boards, music technology and computers. Day time tutoring is offered to the students in order to give them one-on-one help in areas of difficulty. Newcomers are paired with buddy ESL students or staff members 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

## A. Programming and Scheduling Information

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.

6. Teacher program and specialties have become easier to program because all students at Astor are blocked with minor sections for ELLs. ELLs are separated from their general education counterparts in ELA and Spanish classes. 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 counterparts but are separated from them during some elective periods. Depending on their Spanish language skills, ELLs are also placed in different levels of Spanish classes. Such programs ensure that ELLs receive their mandated ESL instructional minutes as revealed by their Lab-R or NYSESLAT results. These processes go a long way to help the ELLs to not only to become proficient in English, but become bilingual and bi-cultural as well.

7. 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

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

### Courses Taught in Languages Other than English

## B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; include ELL materials used in content area classes)?

## B. Programming and Scheduling Information--Continued

8. 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.
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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

8. The ELL Inquiry is responsible for reviewing performance data such as the NYSESLAT, periodic assessment, writing assignments and other NYS Regents exams to determine students' performance level and any areas that they struggle. This team meets every week and is responsible for identifying at risk students. In addition, the ELL inquiry has put in place interventions and strategies to support ELLs in years of service 4, 5, and 6 in order to prevent them from falling behind. Instruction includes the use a variety of rigorous writing strategies such as providing exemplars (model essays and templates); sentence starters; graphic organizers; reading comprehension strategies, manipulatives, charts, graphs, modeling, cloze writing, etc in all classes. Teachers use Writing Across all Contents and Every Teacher's Toolkit as resources.

Besides, ESL Teachers push-in content area classes to support students in strengthening their reading and writing skills in their content area classes. They additionally collaborate with the content area teachers in lesson planning, share ESL strategies and provide them with bilingual glossaries, dictionaries and textbooks. Students are also exposed to different types of technology such as smart board, Epson Interactive boards, and computers in their classrooms. They use the internet and the library to conduct research. To accelerate the language acquisition process among the ELLs, the school also uses Achieve 3000, Brainpop and Rosetta Stone computer and internet based programs.

Additionally, daytime tutoring is offered to further assist students in strengthening their reading and writing skills in content area classes. Teachers give one-on-one attention to support struggling ELLs especially those in years of service 4, 5, and 6 in order to prevent them from becoming long-term ELLs and do well on their exams.

9. 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.

10. Astor will also acquire Achieve 3000 program and 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 technology will be evident in ESL classes. Upon approval of Title III funds, teachers will use Achieve 3000 and Film clips from character education to English language skills. In addition, teachers will incorporate the use of Smartboards and Epson Interactive board to enhance the learning process of all students. Achieve 3000 will be funded by the Bronx Institute of Lehman College as an educational enrichment tool for ELLs.

11. The use of Plato program has been discontinued because students experienced continued technical difficulties such as log in and identification settings. Also, 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.

12. ELLs are afforded equal access to all programs at Astor Collegiate Academy: The very nature of our classes programming relegates our students to largely collaborative team teaching and self-contained classes. Except when attending their self-contained generic ESL classes; ELLs form part of all other educational programs.

13. Different instructional materials and technologies are used to argument the educational growth of the ELLs. Consequently, the LAP Committee has put in place interventions, strategies and technology support for ELLs in years of service 4, 5, and 6. This will help to prevent them from falling behind. . In addition, teachers will incorporate the use of Smartboards and Epson Interactive board to enhance the learning process of all students. Instruction includes the use a variety of rigorous writing strategies such as providing exemplars (model essays and templates); sentence starters; graphic organizers; reading comprehension strategies, manipulatives, charts, graphs, modeling,

## B. Programming and Scheduling Information--Continued

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

**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

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

**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

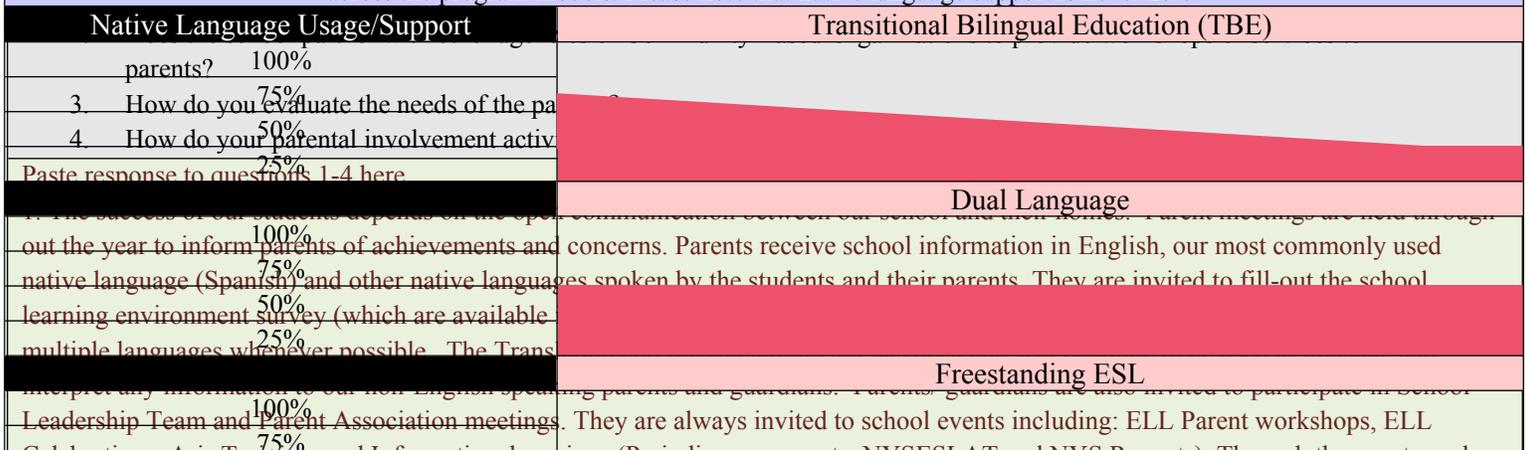
1. Professional development is ongoing throughout the year for all staff working with the ELLs at Astor. These include the school secretaries, the assistant principals, guidance counselors, school psychologist, special education teachers, speech therapists, parent coordinator, ESL teachers and all content area teachers. Professional development at Astor is multi-facet. ESL licensed teachers, content area teachers, special education teachers and other supporting staff participate in numerous workshops offered by BETAC, Network 603, QTEL and the Office of ELLs. Teachers also work with their team teaching colleagues during their collaborative common planning time to incorporate new strategies in their lessons and to assist the ELLs as they transition from one level to another. They brainstorm multiple entry points of lessons as they differentiate various levels of student tasks. ESL teachers work in collaboration with special education teachers to review the NYSESLAT and IEPs to determine students overall performance. ESL teachers also team up with special education teachers to provide students with visuals, graphic organizers, note taking skills and differentiated strategies to meet their varied learning styles.

2. As a means to provide support for staff that assist ELLs as they transition from one school level to another, the team-teaching content area licensed teachers, special education teachers and other supporting staff also attend multiple workshops offered by the Office of ELLs. School personnel participate in various PDs to ensure that they are informed of the mandated ELL identification process. Teachers and all staff are kept abreast with best practices used in teaching and identifying ELLs and the current trends in the field of ESL.

3. As a result of all the internal and external PDs, all teachers and personnel meet the minimum 7.5 hours of ELL professional development. ELL co-coordinator and the ESL teacher are responsible for educating the school about ELLs on topics like "Understanding ELLs". This presentation is done at Astor's monthly professional development days. Documentations of ELL training are kept with the school secretary.

**Native Language Usage and Supports**

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



## 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

1. The success of our students depends on the open communication between our school and their homes. Parent meetings are held throughout the year to inform parents of achievements and concerns. Parents receive school information in English, 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 (which are available in parents' preferred language) 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. They are always invited to school events including: ELL Parent workshops, ELL Celebrations, Aris Training, and Informational sessions (Periodic assessments, NYSESLAT and NYS Regents). Through these out-reach and teams, Astor is able to evaluate the needs of parents, students and the school.

2. Astor Collegiate Academy is in partnership with the Bronx Institute at Lehman College, TriO, Gear up, Neighborhood Initiatives Development Corporation and SoBro to assist students and ELL parents in diverse ways. Neighborhood Initiatives Development Corporation for instance, organizes free GED and Basic English language classes for ELL parents. Others work with students to expose them to varied activities like college visits, and trips and to help them acclimatize. These groups involve community groups and guest speakers to advice on wide ranging topics like gangs and college life.

3. Parental needs and concerns are heard and addressed during the ELL parent meetings and School Leadership Team. They are invited to fill-out the school learning environment survey during parent- -teacher conferences. 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. Teachers sometimes send notification letters or emails home. Parents complete a feedback form after each meeting. The results from the feedback help us to align to the parents' stated needs. The bilingual parent coordinator in our school always helps in organizing and facilitating all the ELL meetings. She helps in distributing translated materials to parents.

4. Our school's activities fully address ELL parents' needs and support academic achievement. Parents/ guardians are always invited to participate in School Leadership Team and Parent Association meetings. They are always invited to school events including: ELL Parent workshops, ELL Celebrations, Aris Training, and Informational sessions (Periodic assessments, NYSESLAT and NYS Regents).

## B. Programming and Scheduling Information--Continued

8. 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.
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11. The use of Plato program has been discontinued because students experienced continued technical difficulties such as log in and identification settings. Also, 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.

12. ELLs are afforded equal access to all programs at Astor Collegiate Academy: The very nature of our classes programming relegates our students to largely collaborative team teaching and self-contained classes. Except when attending their self-contained generic ESL classes; ELLs form part of all other educational programs.

13. Different instructional materials and technologies are used to argument the educational growth of the ELLs. Consequently, the LAP Committee has put in place interventions, strategies and technology support for ELLs in years of service 4, 5, and 6. This will help to prevent them from falling behind. . In addition, teachers will incorporate the use of Smartboards and Epson Interactive board to enhance the learning process of all students. Instruction includes the use a variety of rigorous writing strategies such as providing exemplars (model essays and templates); sentence starters; graphic organizers; reading comprehension strategies, manipulatives, charts, graphs, modeling,

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. The ELL Inquiry is responsible for reviewing performance data such as the NYSESLAT, periodic assessment, writing assignments and other NYS Regents exams to determine students' performance level and any areas that they struggle. This team meets every week and is responsible for identifying at risk students. In addition, the ELL inquiry has put in place interventions and strategies to support ELLs in years of service 4, 5, and 6 in order to prevent them from falling behind. Instruction includes the use a variety of rigorous writing strategies such as providing exemplars (model essays and templates); sentence starters; graphic organizers; reading comprehension strategies, manipulatives, charts, graphs, modeling, cloze writing, etc in all classes. Teachers use Writing Across all Contents and Every Teacher's Toolkit as resources.

Besides, ESL Teachers push-in content area classes to support students in strengthening their reading and writing skills in their content area classes. They additionally collaborate with the content area teachers in lesson planning, share ESL strategies and provide them with bilingual glossaries, dictionaries and textbooks. Students are also exposed to different types of technology such as smart board, Epson Interactive boards, and computers in their classrooms. They use the internet and the library to conduct research. To accelerate the language acquisition process among the ELLs, the school also uses Achieve 3000, Brainpop and Rosetta Stone computer and internet based programs.

Additionally, daytime tutoring is offered to further assist students in strengthening their reading and writing skills in content area classes. Teachers give one-on-one attention to support struggling ELLs especially those in years of service 4, 5, and 6 in order to prevent them from becoming long-term ELLs and do well on their exams.

9. 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.

10. Astor will also acquire Achieve 3000 program and 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 technology will be evident in ESL classes. Upon approval of Title III funds, teachers will use Achieve 3000 and Film clips from character education to English language skills. In addition, teachers will incorporate the use of Smartboards and Epson Interactive board to enhance the learning process of all students. Achieve 3000 will be funded by the Bronx Institute of Lehman College as an educational enrichment tool for ELLs.

11. The use of Plato program has been discontinued because students experienced continued technical difficulties such as log in and identification settings. Also, 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.

12. ELLs are afforded equal access to all programs at Astor Collegiate Academy: The very nature of our classes programming relegates our students to largely collaborative team teaching and self-contained classes. Except when attending their self-contained generic ESL classes; ELLs form part of all other educational programs.

13. Different instructional materials and technologies are used to argument the educational growth of the ELLs. Consequently, the LAP Committee has put in place interventions, strategies and technology support for ELLs in years of service 4, 5, and 6. This will help to prevent them from falling behind. . In addition, teachers will incorporate the use of Smartboards and Epson Interactive board to enhance the learning process of all students. Instruction includes the use a variety of rigorous writing strategies such as providing exemplars (model essays and templates); sentence starters; graphic organizers; reading comprehension strategies, manipulatives, charts, graphs, modeling, cloze writing, etc in all classes. Teachers use Writing Across all Contents and Every Teacher's Toolkit as resources.

## 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

## 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

1. Professional development is ongoing throughout the year for all staff working with the ELLs at Astor. These include the school secretaries, the assistant principals, guidance counselors, school psychologist, special education teachers, speech therapists, parent coordinator, ESL teachers and all content area teachers. Professional development at Astor is multi-facet. ESL licensed teachers, content area teachers, special education teachers and other supporting staff participate in numerous workshops offered by BETAC, Network 603, QTEL and the Office of ELLs. Teachers also work with their team teaching colleagues during their collaborative common planning time to incorporate new strategies in their lessons and to assist the ELLs as they transition from one level to another. They brainstorm multiple entry points of lessons as they differentiate various levels of student tasks. ESL teachers work in collaboration with special education teachers to review the NYSESLAT and IEPs to determine students overall performance. ESL teachers also team up with special education teachers to provide students with visuals, graphic organizers, note taking skills and differentiated strategies to meet their varied learning styles.

2. As a means to provide support for staff that assist ELLs as they transition from one school level to another, the team-teaching content area licensed teachers, special education teachers and other supporting staff also attend multiple workshops offered by the Office of ELLs. School personnel participate in various PDs to ensure that they are informed of the mandated ELL identification process. Teachers and all staff are kept abreast with best practices used in teaching and identifying ELLs and the current trends in the field of ESL.

3. As a result of all the internal and external PDs, all teachers and personnel meet the minimum 7.5 hours of ELL professional development. ELL co-coordinator and the ESL teacher are responsible for educating the school about ELLs on topics like "Understanding ELLs". This presentation is done at Astor's monthly professional development days. Documentations 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?

## 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

1. The success of our students depends on the open communication between our school and their homes. Parent meetings are held throughout the year to inform parents of achievements and concerns. Parents receive school information in English, 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 (which are available in parents' preferred language) 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. They are always invited to school events including: ELL Parent workshops, ELL Celebrations, Aris Training, and Informational sessions (Periodic assessments, NYSESLAT and NYS Regents). Through these out-reach and teams, Astor is able to evaluate the needs of parents, students and the school.

2. Astor Collegiate Academy is in partnership with the Bronx Institute at Lehman College, TriO, Gear up, Neighborhood Initiatives Development Corporation and SoBro to assist students and ELL parents in diverse ways. Neighborhood Initiatives Development Corporation for instance, organizes free GED and Basic English language classes for ELL parents. Others work with students to expose them to varied activities like college visits, and trips and to help them acclimatize. These groups involve community groups and guest speakers to advice on wide ranging topics like gangs and college life.

3. Parental needs and concerns are heard and addressed during the ELL parent meetings and School Leadership Team. They are invited to fill-out the school learning environment survey during parent- -teacher conferences. 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. Teachers sometimes send notification letters or emails home. Parents complete a feedback form after each meeting. The results from the feedback help us to align to the parents' stated needs. The bilingual parent coordinator in our school always helps in organizing and facilitating all the ELL meetings. She helps in distributing translated materials to parents.

4. Our school's activities fully address ELL parents' needs and support academic achievement. Parents/ guardians are always invited to participate in School Leadership Team and Parent Association meetings. They are always invited to school events including: ELL Parent workshops, ELL Celebrations, Aris Training, and Informational sessions (Periodic assessments, NYSESLAT and NYS Regents).

## 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)										1	0	0	0	1
Intermediate(I)										13	8	2	6	29

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)										6	3	2	0	11
Total	0	0	0	0	0	0	0	0	0	20	11	4	6	41

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	0	0	0
	I										2	3		3
	A										6	4	1	3
	P										12	4	3	
READING/ WRITING	B										1			
	I										13	8	2	6
	A										6	2	2	
	P											1		

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
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	

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	10	0	0	
Integrated Algebra	28	0	12	
Geometry	4	0	0	
Algebra 2/Trigonometry	0	0		
Math <u>A</u>	2	0	1	
Biology	0	0		
Chemistry	0	0	0	
Earth Science	8		1	
Living Environment	21		4	
Physics	0		0	
Global History and Geography	12		1	1
US History and Government	9		1	1
Foreign Language	5		5	
Other	0		0	
Other <u>RCTs</u>	24		5	
NYSAA ELA				
NYSAA Mathematics				
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**

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

## 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sandra Burgos	Principal		1/1/01
George Cherry	Assistant Principal		1/1/01
Rosaline Torruella	Parent Coordinator		10/27/11
Anthony Owusu-Asirifi	ESL Teacher		10/27/11
Rosaline Torruella	Parent		10/27/11
Lorelie Racelis-Math	Teacher/Subject Area		10/27/11
Anthony Owusu-Asirifi- ESL/Coor	Teacher/Subject Area		10/27/11
	Coach		10/26/11
	Coach		
Dawn Broadsky	Guidance Counselor		10/26/11
Lawrence Pendergast	Network Leader		
George Cherry	Other <u>Asst. Principal</u>		
Sandra Burgos	Other <u>Principal</u>		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 11X299      **School Name:** Astor Collegiate Academy

**Cluster:** CFN      **Network:** 603

**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 and RLER. These reports indicate that 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. Wherever possible, every effort is made to accommodate the language needs of all our ELL families through the use of our bilingual staff as translators.

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 indicate that Spanish is the native language of most of our ELLs. Consequently, all communication to ELL families must be translated in Spanish to ensure that families are kept abreast with school activities in particular and the educational development of their students in general. According to our records, there are 27 Spanish-speaking English language learners. These findings were reported to our school staff in bi-monthly meetings and during case conferencing.

## Part B: Strategies and Activities

---

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

Written translation services will be provided by our in-house school staff and the Office of Translation and Interpretation Unit. The staff has the capacity and expertise to translate for families in their preferred language. In addition, Astor Collegiate Academy uses the services of the DOE Translation Unit. When necessary, we also seek the input of other community-based organizations to assist in document translation 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. Local staff expertise for oral interpretation services is supplemented with the services of the Translation Unit as well as that of available community-based organizations.

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>.

As previously indicated, Spanish is the predominant language of ELL students at Astor Collegiate Academy. Therefore, Spanish oral and written translations are obligatory. Translation and interpretation of other languages spoken by students and families are accommodated via the services of the DOE Translation Unit, bilingual school staff and available community-based organizations.

In addition, the Parent Coordinator notifies parents of their rights to obtain translation and interpretation services in the language of their choice. Throughout the year, information exchange meetings for parents are held; phone calls are made and signs are posted to inform parents of who can be contacted for help with the above services.

**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 484 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 483 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 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 grade team meetings to discuss challenges ELLs face in content area classes. Grade team meetings focus on sharing best practices and modifying lessons and assessments to meet the needs of ELLs. In addition, student work is studied to identify academic concerns and achievements. Such study results in developing and implementing

numerous support systems and strategies that are beneficial to language learners in content area classes. ELL expertise is used to develop differentiated lessons that scaffold lesson objectives for all students in content area classes.

The ELL Coordinator and the Assistant Principal have and will continue to facilitate teacher workshops addressing multiple topics related to English language learners. Such topics have included the identification process and identifying the ELL population within Astor Collegiate Academy.

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.

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). Such topics of discussion are but not limited to understanding students' academic records, the importance of testing out of ESL services and passing the NYSESLAT, The NYSESLAT vs ELA Regents, after-school programs available for ELLs, understanding graduation requirements, post-graduation opportunities, high-stake testing, parent opportunities with the Astor communities and student paid and non-paid internships.

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.

**Section III. Title III Budget**

School: Astor Collegiate Academy \_\_\_\_\_ 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.	\$1925.94	<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</b>	\$3,000	Smartboard
<b>TOTAL</b>	15,000.00	

### **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