



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** ASTOR COLLEGIATE ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11x299

PRINCIPAL: SANDRA BURGOS

EMAIL: SBURGOS3@SCHOOLS.NYC.GOV

SUPERINTENDENT: CARRON STAPLE

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Sandra Burgos	*Principal or Designee	
Douglas Novak	*UFT Chapter Leader or Designee	
Chris Newsom	*PA/PTA President or Designated Co-President	
Vicki Rivera	DC 37 Representative, if applicable	
Jeldin Colberg Chantia Blake Shadiya McClain	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Dante Cao	Member/ UFT	
Juan Rivera	Member/ Secretary	
Shaitraneekhan	Member/ Parent	
Diane Colberg	Member/ Treasurer	
	Member/	
	Member/	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

*Based on the 2011-2012 Progress Reports (page 2), students in their third year of high school earn less than 10 credits in 11th grade.*

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_ 2.2 School leader's vision

X  2.4 School leader's use of resources

\_\_\_\_ 2.3 Systems and structures for school development

\_\_\_\_ 2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

*The goal is to increase this year's 11th grade 10+ credit accumulation by 3% in school year 2012-2013.*

**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:
  - strategies/activities that encompass the needs of identified student subgroups,
  - key personnel and other resources used to implement these strategies/activities,
  - identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - timeline for implementation.

- Transcript and program view of all 2010 cohort in the fall and spring semester of school year 2012-2013 to ensure all students have the opportunity to earn a minimum of 10+ credits.*
- F-Status Principal, Administration and guidance counselors will use the Graduation Tracker, STARS and ARIS to create student programs that reflect the required AIS services.*
- F-Status Math Coach will assist math department in best practices, strategies, CCLS work and provide feedback to math teachers to improve effectiveness and student performance.*
- Student conferences (prep period coverages for teachers) will be held with students identified as almost on track or off track on the graduation tracker. The guidance team will schedule open houses for alternative programs, administration will schedule Day-time tutoring, Saturday Regents/RCT Preparatory Programs each semester to increase passing rate opportunities on state exams, the 11th grade inquiry team and staff mentors will provide academic support and monitor credit accumulation progress by reviewing results from each marking period for cohort 2010.*
- All strategies will be implemented during the 2012-2013 school year.*

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: [TL Fair Student, Title I SWP, Title I Priority](#)

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

*Using funding sources listed above, faculty and staff will receive per-session to put in place the strategies previously mentioned. (F-status Principal (6 hrs/wk), F-Status Math Coach (6 hrs/wk), 2 teachers and 1 guidance counselor (21 hrs/wk) Prep Period Coverage (500 periods/year)*

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

*Based on page 5 of the 2011-2012 Quality Review, "questioning extends thinking to maximize student learning."*

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

*School administration and teacher-peers will utilize a minimum of 4 formative classroom based observations on the Danielson Framework for visits to provide meaningful feedback to best practices and strategies promoted in the schools professional development for the 2012-13 SY*

**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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

*a) Incorporate 2 professional development topics that focus on the needs of the instructional team at each faculty meeting.*

*b) Each administrator will conduct a minimum of 5 informal observations each week to assess whole class student engagement to compare observations with inquiry team observation results.*

*c) Inquiry team members will conduct a minimum of two observations each semester to analyze the delivery of targeted instructional strategy as determined by each inquiry team and analyze inquiry team's target student work result of the strategy observed.*

*d) Constant monitoring, revising and implementing of instructional strategies will take place throughout the 2012-2013 school year.*

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: [Title I Priority](#)

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).  
*Teacher meetings will take place after school. Per-session will be used to compensate teachers and administrators (8 teachers every three weeks).*

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

*Based on the 2011-2012 Quality Review report (page 5), "promote greater consistency in differentiated instruction based on data".*

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_ 4.4 Classroom environment and culture

\_\_\_\_\_ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

*Develop and strengthen reading skills in all content areas by using multiple reading instructional strategies determined by each grade inquiry team and the use of Achieve 3000 to improve the course pass rate by 3% for the 2012-13 SY*

**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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation

*Inquiry teams will identify targets groups by grade. Members of the inquiry teams will:*

- a) Develop reading strategies specific to each target group's needs.*
- b) Inquiry team teachers will implement reading strategies in all content areas.*
- c) Assess student baseline reading level with Achieve 3000*
- d) Starting the beginning of the spring term (February) to the middle of May, there will be ongoing assessments of student performance using reading strategies during inquiry team observations and analysis student work based on each strategy implemented.*

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: [\*Title I Priority/Focus\*](#)

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

*Teacher meetings will take place after school. Per-session will be used to compensate teachers and administrators.(5 teachers every three weeks)*

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

*Based on the 2011-2013 Progress Report (page 4), the attendance percentage is below one percent of the school's peer group's attendance rate.*

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

*Increase in student attendance for Attendance team's target group by 12% for the 2012-13 SY*

**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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

*The attendance committee will meet every week to evaluate the student attendance data.*

*a) Review various ATS reports (RICU, 407, period attendance, etc.)*

*b) The attendance team consist of Principal, Assistant Principal, Data Specialist, Social Worker, Guidance Counselors, School Aides and CBO's to review daily student attendance*

*c) Review data reports, evaluate the outcomes of attendance mentors and attendance teacher, and announce incentives as part of morning announcements. Teachers will participate by welcoming students into their classes after absence for long periods of time, submit attendance sheets and attendance reversals in a timely manner and make weekly attendance outreach. Students who arrive late to their first period class will be enrolled in the Wake up program.*

*d) Student Target group will be modified in the middle of the school year (February), student acknowledgement will be done at the end of each marking period, and selection of the attendance king and queen will be done at the end of each semester.*

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: *Title I SWP, ARRA RTTT, AIDP Every Student*

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).  
*The Data specialist and ATS expert will review attendance data and share findings. Per-session for teachers, assistant principals, guidance counselors and school aides will be used to review data and conduct and i-Log student contacts. (every week) – 9 staff members/ 45 minutes/wk General Supplies (such as student rewards (nooks), certificates, snacks)*

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

*Based on the 2011-12 School Survey page 2 & 5 the atmosphere of welcoming and fosters a feeling of belonging and trust needs to be increased.*

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment                       6.4 Partnerships and responsibility  
 6.3 Reciprocal communication                       6.5. Use of data and families

**Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

*The school community will proactively cultivate a trusting and respectful relationship with diverse families and community stakeholders to increase parent survey completion and increase family engagement by 5% as for the 2012-13 SY.*

**Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
  - Describe the research-based 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.
- a) TRiO will run Parent Learning Environment workshop to assist parents in understanding the purpose of the survey and the types of questions. In addition, TRiO will conduct 2 mock surveys (in February and in May) to address and monitor parent concerns.*
- b) TRiO staff will conduct an official class contest to increase parent completion of survey. The winning class with the most surveys completed will win a pizza party. This will motivate students to ensure parents complete the survey therefore increasing parental feedback.*
- c) In consultation with the lead teachers, TRiO staff will conduct parent workshops with topics that include: understanding educational accountability, accessing community and support services, technology training to build parents' capacity to help children at home etc.*
- d) TRiO will schedule parent workshops every other month, at different times in the day and week to increase parent involvement (e.g. quarterly meetings with flexible times, such as morning and/or evening, to share information about the school's educational program and other initiatives if the Chancellor and to allow for parents to provide suggestions. TRiO will provide regular written/verbal communication about after-school and Saturday student centered programs and opportunities in multiple languages based on the home language report*

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: [Title I and RF CUNY](#)

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

*Astor staff will assist and attend in the organizing and facilitation of parent meetings. These meetings occurs after-school therefore; Astor staff will receive per-session. (2 staff members every other month)*

*General Supplies (certificates, rewards, prizes), Supplies (college trips)*

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ol style="list-style-type: none"> <li>1. Freshman Composition</li> <li>2. Saturday ELA Regents prep</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group</li> <li>2. Small group</li> </ol>	<ol style="list-style-type: none"> <li>1. During the school day as part of their class schedule</li> <li>2. On Saturdays, starting 6 weeks prior to the beginning of State Exams</li> </ol>
Mathematics	<ol style="list-style-type: none"> <li>1. Extended curriculum to increase math skills for higher level math</li> <li>2. Algebra, Geometry and Trigonometry Regents Saturday prep classes</li> </ol>	<ol style="list-style-type: none"> <li>1. Regular class</li> <li>2. Small group</li> </ol>	<ol style="list-style-type: none"> <li>1. During the school day as part of their class schedule</li> <li>2. On Saturdays, starting 6 weeks prior to the beginning of State Exams</li> </ol>
Science	<ol style="list-style-type: none"> <li>1. Saturday make-up lab sessions</li> <li>2. Saturday Living Environment and Earth Science Regents prep</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group</li> <li>2. Small group</li> </ol>	<ol style="list-style-type: none"> <li>1. On Saturday, starting in March 2013</li> <li>2. On Saturdays, starting 6 weeks prior to the beginning of State Exams</li> </ol>
Social Studies	<ol style="list-style-type: none"> <li>1. Classic Civilizations and Global Issues</li> <li>2. Global History and US History Prep classes</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group</li> <li>2. Small group</li> </ol>	<ol style="list-style-type: none"> <li>1. During the school day as part of their class schedule</li> <li>2. On Saturdays, starting 6 weeks prior to the beginning of State Exams</li> </ol>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> <li>1. Day and after-school tutoring</li> <li>2. College Readiness Push-in Workshops</li> <li>3. Inquiry inter-visitation across all subjects</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group</li> <li>2. During 12<sup>th</sup> grade ELA classes</li> <li>3. During the school day</li> </ol>	<ol style="list-style-type: none"> <li>1. During lunch and from 3 to 5 pm</li> <li>2. Once/week from September to November in 12<sup>th</sup> grade ELA classes</li> <li>3. During the school day</li> </ol>

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

To recruit teachers, Astor uses the DOE New Teacher Finder system, Open Market, and the networks to advertise teaching vacancies.

To retain teachers, new teachers are paired with an experience teacher for two years, conduct inter-visitations and meet after school to develop lesson plans and address classroom management and administrative matters. All teachers work as part of their department to develop, improve, and modify curriculum to address students' changing academic need.

Teacher assignments are determined by the teacher's teaching license, scholarship reports, expertise and teacher preference sheets.

Professional development topics and workshops are developed based on teacher needs as a result of informal and formal observations and instructional walkthroughs.

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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;

#### ***ACA-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:*

- *Consistency across curriculum*
- *Targeted professional development days*

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

- *Students who fail 2 or more classes will participate in counseling meetings (parents/guardians, student and school)*
- *Parents/guardian sign failing exams and quizzes*

*Provide parents reasonable access to staff by:*

- *Parents are made aware of teachers' professional periods*
- *Provide parent workshops on the use of technology (Parent ARIS link, e-chalk, Engrade, Castle Learning)*
- *Establish Student Interpreter teams*

*Provide general support to parents by:*

- *Provide syllabus*
- *Send progress reports*
- *Parent "Back-to-school" workshops*
- *Conduct parent surveys*
- *Provide weekly calendar of events*

### **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;
- **monitor** the amount of time my child watches television or plays video games, **interacts in social networks and uses the internet**;
- **encourage** 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;
- **reinforce positive attitudes and acknowledge my child's success**;
- **Check my child's book bag to at least once a week.**

### **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;
- Be part of students' buddy system to encourage positive behavior and academic achievement.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 grade's inquiry team and will be assigned a tutor-mentor who will address his/her learning, social and behavioral needs. They will also attend the Saturday program where they will take ELA, Global, US or Living Environment classes to reinforce what was learned during the week. ELLs who have fallen behind in credits will take independent studies using the web-based PLATO program. A licensed teacher will provide further assistance to the ELLs as they complete each PLATO module. 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.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

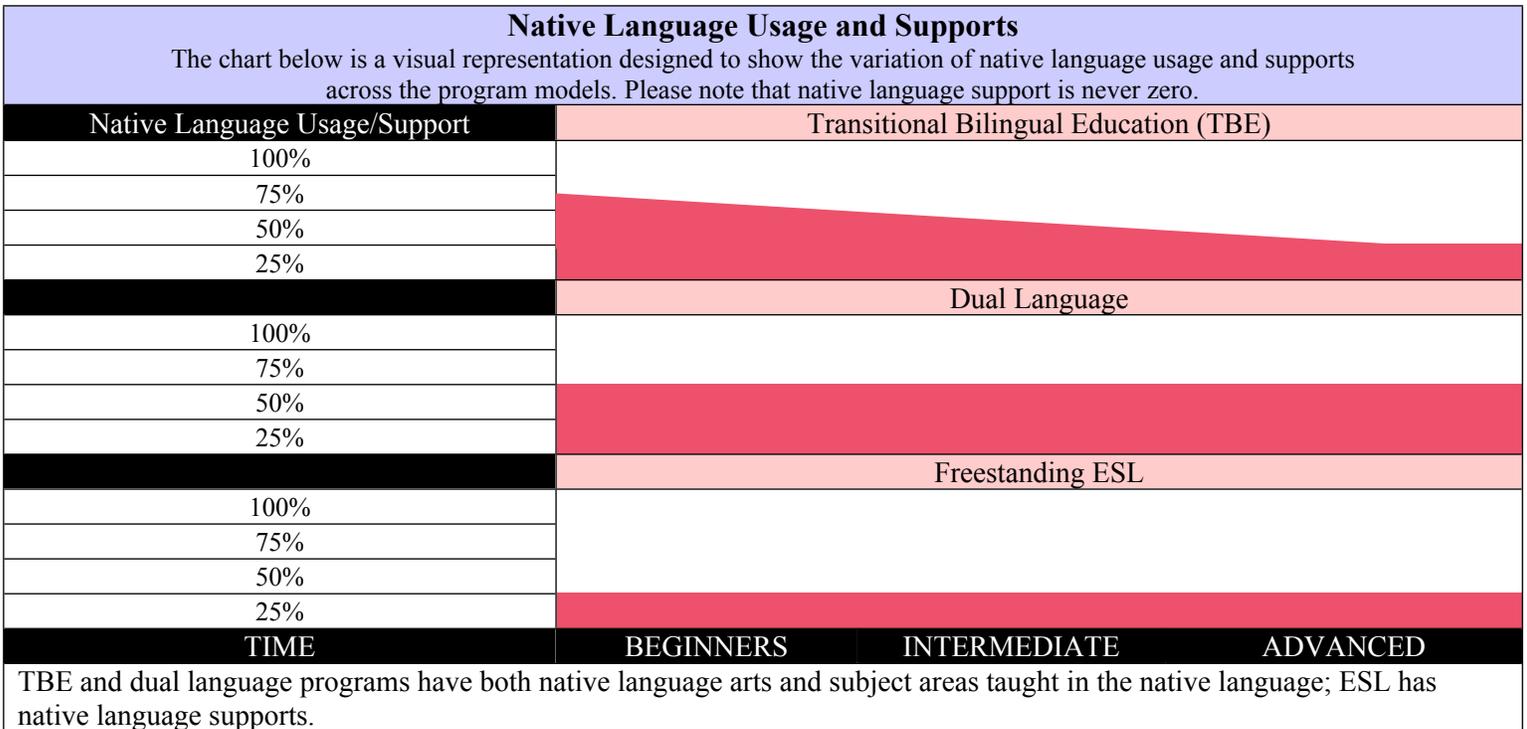
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## 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.

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14. The school 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. Bilingual glossaries are also provided in all languages spoken by our ELL population.

15. Two experienced ESL teachers ensure that ELLs receive age and grade specific services support and resources. We adhere to the NYS mandated instructional hours for all proficiency levels. In addition, ESL teachers push in content area classes to differentiate and adapt the content of the lesson based on age, grade and proficiency levels.

16. To address the needs of newly enrolled ELLs, parent/guardian and student meet with bilingual parent coordinator and administrator who will help them to familiarize with the city and state ELLs regulations and to learn about Astor Collegiate Academy and its support programs. As part of the parent and student orientation, the bilingual parent coordinator or assistant principal will do a walk through the school and help acquainted the family with parent and student support services available in the school.

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

17. The language electives that Astor offers for ELLs are Spanish and Non-Fiction Writing.

### 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?
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
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	
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**

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

Paste response to questions 1-6 here

1. Astor uses the Lab-R in Spanish, NYSESLAT, ELL Periodic Assessment and teacher-generated placement exams to determine literacy levels in native language and measure language acquisition progress of the second language.
2. Results revealed that the majority of the ELLs whose first language is Spanish are literate in that language (excluding ELLs with IEPs). NYSESLAT data patterns revealed that most of students progressed from one proficiency level to another. The few that did not make progress or regressed struggled in reading and writing. To address these weaknesses, Astor Collegiate Academy continues to focus on reading and writing across all content area classes and continue to program students in a writing skills class as part of their program. Astor has also designated weekly writing days for all classes, including electives such as business and life skills classes. Astor expects to see improvement in multiple genres of writing.
3. The results from various exams are examined during LAP team meetings and other inquiry teams. Trends are identified; results from students who are beginning to become stagnant in their language acquisition and content areas are made to meet with the various teams and their overall performances are observed in classrooms. Lessons are therefore differentiated and aligned with the NYS common core learning standards in order to meet the learning needs of the students. All teachers collaborate to help all the ELLs who need help. Results also revealed that content vocabulary needs to be strengthened. ELLs also lack exposure to American culture. Content area teachers are internalizing that they need to teach vocabulary and correct writing as they assess content knowledge. To ensure students understand and retain content, the ESL teachers use content based materials to teach language in ESL classes. In addition, content area teachers issue Spanish textbooks in integrated algebra, global history and US history. Students also use content translation dictionaries and glossaries created by the State as another resource. ELLs are also becoming exposed to American culture by participating in field trips, watch American movies and documentaries that allow students to create experiences. During Regents preparation tutoring, ELLs review text both in English and their native language when available. The support structures are evaluated at the end of each marking period as bench marks are reached. The success of the LAP committee will be evident at the end of each testing period.
4. As stated earlier, results revealed that the majority of the ELLs whose first language is Spanish are literate in that language (excluding ELLs with IEPs). NYSESLAT data patterns revealed that most of students progressed from one proficiency level to another. The few that did not make progress or regressed struggled in reading and writing. Trends have shown that ELLs are not faring well in some content area subjects. Consequently, LAP and other inquiry teams meet to dissect and digress the trends and to find ways to improve the learning outcomes of ELLs.  
All except two students opted to take the state exams in English. However, all students who took the exams in their native language passed. Astor is an institution where nobody works in isolation. Everybody works as a team player. The principal and assistant principals are part of LAP and all other inquiry teams. They facilitate and participate in all meetings. Teachers and other supporting staff on the other hand, collaborate in various means to help ELLs. For example, outside of their free-standing ESL classes, ELLs are found in collaborative team teaching classes which facilitate the involvement of general education and special education teachers in their educational development.

## 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

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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 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 notify 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.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Astor Collegiate Academy	DBN: 11X299
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 2

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Astor Collegiate Academy is a high school located in the Bronx with a student population of 503 students comprising of 40 English language learners. The predominant language spoken within this group is Spanish. Among the 8 ELLs in 9th grade, 4 students tested advanced; 1 tested beginner; and 3 tested intermediate on the 2011-12 NYSESLAT. Out of the 16 students in the 10th grade, there are 7 students each in advanced and intermediate proficiency levels; the rest are beginners. For the 11th graders, we have 1 student as a beginner and 3 students each for intermediate and advanced categories. There are 4 students in 12th grade with 3 of them scoring intermediate and the remainder was an advanced.

The success pattern of the students on the NYSESLAT range from proficient to advanced to intermediate to beginner in listening, speaking, writing and reading. An analysis of the data from the spring 2012 NYSESLAT results reveals that students scored higher on listening and speaking sections of the exam. They scored mainly advanced and proficient in speaking and listening but scored predominately intermediate to advanced on reading and 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. Astor Collegiate Academy plans to meet the New York State mandated ESL/ELA requirements through instruction in ESL, content area team-teaching classes and after-school programs. Consequently, our 40 ELL students receive rigorous language and content area instruction in English and native language support through the use of interpreters, glossaries and bilingual resources. While our beginner level students have three self-contained dedicated ESL classes; the intermediate obtain two self-contained and advanced students receive one self-contained period of ESL instruction. The ESL classes have been incorporated into daily schedule. The Freestanding ESL program is taught by a licensed ESL teacher.

Additional support is also structured within their core classes as they are taught by content area teachers through the incorporation of various differentiation strategies. These are done by content-area teachers who are abreast with ESL strategies. The ESL teacher assists in modifying content area curriculum and resources for ESL students, and provide language acquisition and vocabulary support. Simultaneously, ESL teacher works out of the classroom with the general education teacher providing professional development support. Our 11th and 12th grade ELL students receive additional content support through an extended day program and tutoring. Moreover, it should be recognized that ELLs across grade levels follow a block schedule enabling general education teachers to address ESL needs through integration of language development activities and explanation with content-area instruction,

## Part B: Direct Instruction Supplemental Program Information

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 develop an after school program designed to improve students' literacy, general academic skills while facilitating language acquisition. The after-school program (including Saturday program) will focus on the following: improve math, science and ELA scholarship reports; increase success on the Regents through the use of proven academic strategies that make second language acquisition feasible. In general, the after-school program will meet the needs of at-risk students in the pursuit of second language master; improved graduation rate; and attainment of advanced diplomas. The school will acquire support instructional materials and resources to facilitate the language acquisition and overall success on State exams. Included are Smart Boards, Achieve 3000, Rosetta Stone, Film Clips for Character Education, bilingual glossaries and translated textbooks in social studies, science and math.

The school's Supplemental Program is providing targeted small group instruction to ELLs with the goal of improving their English proficiency while at the same time addressing their difficulties in social studies, science and math. ELLs will be required to participate in these subjects areas while also focussing on test-taking skills and content learning in small groups. Supplementary instruction is taught by licensed content area and TESOL licensed teachers. Content area teachers will review, teach and create enrichment activities that will increase students' understanding of subject matter while helping them to develop writing and critical thinking skills. TESOL licensed teacher will refine the four language modalities, with great emphasis on writing and reading. Writing and reading across all contents for all students continue to be this year's academic focus. These skills were targeted using results of the 2012 NYSESLAT modality report and Regents exams. Students will attend the NYSESLAT and Regents supplementary instruction each semester to become familiar to bolster their language skills and test taking techniques. A new strategy to be implemented this year is to create the opportunity for Spanish-speaking students to be familiar with the Spanish versions of the Regents. This strategy will be used during the Regents prep and after school supplementary program.

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

The ESL teacher participates 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 targetting low performing students and designing complementary strategies for student improvement. Additionally, teachers collaborate during department meetings to share best practices and modify instructional strategies where necessary.

### Part C: Professional Development

Various assessment data are analyzed to identify the areas that the ELLs struggle in. Strategies to meet the needs of ELLs are then discussed. In addition, student work is studied to identify academic concerns and achievements. Such study results are used to develop and implement numerous support systems and strategies that are beneficial to language learners in content area classes. The ESL teacher use his expertise to develop differentiated lessons that are scaffolded for all students in content area classes.

The ELL Coordinator and the Assistant Principal have and will continue to facilitate professional development that address multiple topics related to English language learners. Such topics include, understanding the ELLs; the ELL identification process; Language Allocation Policy; differences in language and culture; and various ESL methodologies to be used in content area classes.

In addition, the LAP committee meets monthly to discuss issues affecting ELLs. The committee is responsible for crafting policies that help the ELLs to acquire academic language and learn content area subjects at the same time. The focus this year is to help the potential long term ELLs pass the NYSESLAT in order for them not becoming a long term ELLs. Modifications to curricula and best practices are recommended as a result of the committee's work. Its research and findings is shared during grade team meetings and staff development days.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

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. They complete a feedback form after each meeting. The results from the feedback are therefore analyzed and this help us to align with parents needs. Parents receive school information in our most commonly used native language (Spanish) and other native languages spoken by the students and their parents. They are invited to fill-out the school learning environment survey during parent conferences. Phone calls are sent in multiple languages whenever possible. The Translation and Interpretation Unit has been and will continue to be used to translate and interpret any information to our non-English speaking parents and guardians. Parents or 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, students and the school.

Parental needs and concerns are heard and addressed during the ELL parent meetings and School

**Part D: Parental Engagement Activities**

Leadership Team. Teachers at Astor are required to make at least 10 phone calls to parents to inform them of their childrens' educational development and behavior. Teachers sometimes send notification letters or emails home. Parents complete a feedback form after each meeting. The ELL and an assistant coordinator in our school always helps in organizing and facilitating all the ELL meetings. She helps in distributing translated materials to parents.

Parents or 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 E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

