



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: ASTOR COLLEGIATE ACADEMY
DBN (i.e. 01M001): 11x299
Principal: SANDRA BURGOS
Principal Email: SBURGOS3@SCHOOLS.NYC.GOV
Superintendent: CARRON STAPLE
Network Leader: BARBARA GAMBINO

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 11X299

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	474	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	5	# SETSS	14	# Integrated Collaborative Teaching	29
Types and Number of Special Classes (2013-14)					
# Visual Arts	14	# Music	1	# Drama	N/A
# Foreign Language	30	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	69.2%	% Attendance Rate		84.8%	
% Free Lunch	73.3%	% Reduced Lunch		8.6%	
% Limited English Proficient	7.2%	% Students with Disabilities		24.2%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American		36.0%	
% Hispanic or Latino	45.5%	% Asian or Native Hawaiian/Pacific Islander		7.2%	
% White	10.9%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	1.92	# of Assistant Principals		2	
# of Deans	N/A	# of Counselors/Social Workers		3	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		1.3%	
% Teaching with Fewer Than 3 Years of Experience	16.1%	Average Teacher Absences		6.9	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	64.3%	Mathematics Performance at levels 3 & 4		64.5%	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		62.8%	
6 Year Graduation Rate	75.9%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP				
Describe the strengths of your school's 12-13 SCEP.				
1.1, 1.3, 3.1				
Describe the areas for improvement in your school's 12-13 SCEP.				
1.2, 2.2, 4.1				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
Not enough meeting time				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
All 5 goals set were met				
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes		No
If all the goals were not accomplished, provide an explanation.				
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes		No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
Lack of personnel				
List the 13-14 student academic achievement targets for the identified sub-groups.				
Cite evidence from text, improve argumentative essay writing, use starter sentences, use graphic organizers, use pair/group activities, use the Socratic circle				
Describe how the school leader(s) will communicate with school staff and the community.				
Through the website, letters, phone calls and parent meetings				
Describe your theory of action at the core of your school's SCEP.				
Stakeholders helped analyze data, identify and address challenges				
Describe the strategy for executing your theory of action in your school's SCEP.				
Stakeholders were formed part of the planning committee.				
List the key elements and other unique characteristics of your school's SCEP.				
The creation of an interdisciplinary literary timeline which is aligned to the common core and Performance exam				
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.				
Administration is part of many of the inquiry team who serve as active participants				

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Students in their third year of high school earn less than 10 credits in 11th grade.

Review Type:	Progress Report	Year:	2013-14	Page Number:	2	HEDI Rating:	C
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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	2.3 Systems and structures for school development
X	2.4 School leader's use of resources	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) 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 school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. 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.

B. Key personnel and other resources used to implement each strategy/activity

1. 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.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 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.

D. Timeline for implementation and completion including start and end dates

1. Student conferences (prep period coverage 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.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Principal and counseling team work after school and Saturday to meet with students to assist in identifying learning needs to create individual action plan to meet needs towards completion of credits for graduation.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA	x	Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT	x	PF Inquiry Teams	x	PF NYS Standards and Assessments		PF Parent Engagement

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
Continue to refine curriculum so that the articulated beliefs around how students learn best are reflected in materials and activities, thereby enabling students to consistently produce standard-meeting work on rigorous summative assessments.			
Review Type:	Quality Review	Year:	2013-2014
		Page Number:	3
		HEDI Rating:	D

Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) 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 Enact curriculum	x	3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
Teachers of English, Math, science and social studies will align their curriculum to the common core learning standards in their unit maps. Successful revision will be achieved with a 80% satisfactory student mastery rate of each performance task.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
A. Strategies/activities that encompass the needs of identified subgroups	
1. Teachers will attend network and city workshops to help them develop/improve teaching practice and form collaborative inquiry teams to share and evaluate strategies and best practices.	
B. Key personnel and other resources used to implement each strategy/activity	
1. Core Teachers (ELA, Math, Science and SS) will attend inquiry to evaluate student work, inter-visit and re-evaluate strategies.	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
1. Each Inquiry Team will select between 10 to 15 students as their targets as determined by the baseline assessment.	
D. Timeline for implementation and completion including start and end dates	
1. All inquiry teams will meet starting in October and ending the last week of May to conduct the inquiry cycle of; administering baseline assessment, develop an inquiry team goal, selecting a target group, developing strategies, administer and evaluate strategy.	
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity	
1. Teacher meetings to discuss the following month’s action plan using the corrected unit maps; taking into consideration all data collected from inquiry teams and baseline assessments.(5 teachers every three weeks)	

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.							
X	PF Set Aside		Tax Levy		Title IA		Title IIA
						Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.							
Title I Priority							
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Teacher lesson plans consistently provide evidence of assessment of student learning at the end of the lessons through close activities and/or the collection of classwork.

Review Type:	Quality Review	Year:	2013-14	Page Number:	3	HEDI Rating:	D
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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	4.3 Comprehensive plans for teaching
4.4 Classroom environment and culture	X
	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

Develop and strengthen 3 literacy skills through instructional practice and strategies in all content areas in order to improve pass rates in all core subjects by 3%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The instructional change strategies will stem from an inter-disciplinary thematic literacy skills timeline in which we will synchronize

B. Key personnel and other resources used to implement each strategy/activity

1. English and social studies teachers will revise existing unit maps in order to teach the necessary skills simultaneously

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The department developed periodic assessments and school wide rubrics will be used to determine student progress.

D. Timeline for implementation and completion including start and end dates

1. SY 2-13-14.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Literacy skills will be synchronized through all academic areas to promote college and career readiness. Parent meetings will be organized to keep parents informed of school wide rubrics to determine student programs.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

School Wide Program

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The attendance rate is 1/3 below the school's peer group and city wide.

Review Type:	Progress Report	Year:	2013-2014	Page Number:	4	HEDI Rating:	C
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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		5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

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

Increase in student attendance for Attendance team's target group by 5% for the 2013-14 SY

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
 1. Review various ATS reports (RICU, 407, period attendance, etc.)
- B. Key personnel and other resources used to implement each strategy/activity**
 1. The attendance team consist of Principal, Assistant Principal, Community Associate, Guidance Counselors, and Attendance Teacher, and Teacher Mentors to review daily student attendance
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. 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. Timeline for implementation and completion including start and end dates**
 1. 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.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. 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)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"My school offers a wide enough variety of programs, classes and activities to keep me interested in school."

Review Type:	Learning Environment Survey	Year:	2013-2014	Page Number:	10	HEDI Rating:	NA
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.			
	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 The school community will increase student and parent trust by 3% by increasing parent and student involvement through activities and after-school meetings

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- A. Strategies/activities that encompass the needs of identified subgroups**
 1. Students participate in trips, watch movies, attend to increase understanding of core material
- B. Key personnel and other resources used to implement each strategy/activity**
 1. Community Based Organization (SoBRO) work along side core teachers to develop activities in and out of the classroom.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Target group was selected based on academic performance, in class evaluation and student enrollment.
- D. Timeline for implementation and completion including start and end dates**
 1. SY 2013-14
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. Students will attend trips, presentations, and small group/individual counseling oriented in college awareness.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

X DYCD Funded

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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"> 1. Freshman Composition 2. Saturday ELA Regents prep 3. Lunch Time Tutoring 	<ol style="list-style-type: none"> 1. Regular support class 2. Small group Small group/ one-to-one tutoring	During the school day as part of their class schedule On Saturdays, starting 6 weeks prior to the beginning of State Exams During student's lunch period
Mathematics	<ol style="list-style-type: none"> 1. Algebra, Geometry and Trigonometry Regents Saturday prep classes 2. Lunch Time Tutoring 	<ol style="list-style-type: none"> 1. Regular class 2. Small group/ one-to-one tutoring 	<ol style="list-style-type: none"> 1. On Saturdays, starting 6 weeks prior to the beginning of State Exams 2. During student's lunch period
Science	<ol style="list-style-type: none"> 1. Saturday make-up lab sessions 2. Saturday Living Environment and Earth Science Regents prep 3. Lunch Time Tutoring 	<ol style="list-style-type: none"> 1. Small group 2. Small group 3. Small group/ one-to-one tutoring 	<ol style="list-style-type: none"> 1. On Saturdays, starting 5 to 6 weeks prior to the beginning of State Exams 2. On Saturdays, starting 5 to 6 weeks prior to the beginning of State Exams 3. During student's lunch period
Social Studies	<ol style="list-style-type: none"> 1. Classic Civilizations and Global Issues 2. Global History and US History Prep classes 3. Lunch Time Tutoring 	<ol style="list-style-type: none"> 1. Regular class 2. Regular class & Small group 3. Small group/ one-to-one tutoring 	<ol style="list-style-type: none"> 1. During the school day as part of their class schedule 2. During the school day as part of their class schedule. Also on Saturdays, starting 5 to 6 weeks prior to the beginning of State Exams 3. During student's lunch period
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. Day and after-school tutoring 2. College Readiness Push-in Workshops 3. Inquiry inter-visitation across all subjects 4. Counseling-Guidance counselors and CBO staff 	<ol style="list-style-type: none"> 1. Small group 2. During specific classes by grade. <ol style="list-style-type: none"> a. 9th Grade: Composition/ Introduction to computers b. 10th Grade: Spanish c. 11th Grade: Chemistry d. 12th grade: ELA e. 9th Grade: Homework Club 	<ol style="list-style-type: none"> 1. During lunch and from 3 to 5 pm 2. Once/week from November to March 3. During the school day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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, modify, and improve curriculum to address students' changing academic need.
Teacher assignments are determined by the teacher's teaching license, scholarship reports, and 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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Highly quality staff will serve as facilitators in school professional development and will continue to attend network professional development.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Services and resources are provided for students in temporary housing

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
N/A

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers are members of various inquiry teams which meet once/week. They analyze student progress by evaluating student work, develop instructional strategies to address academic concerns, modify their lesson plans and curriculum. Professional development addressed the needs of the teaching staff in meeting their instructional goals.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
N/A

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
N/A

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Astor Collegiate Academy-Parent Involvement Policy (PIP)

Astor Collegiate Academy 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, 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;

Astor Collegiate Academy'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 1st 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;

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- demand 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 11	Borough Bronx	School Number 299
School Name Astor Collegiate Academy		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Sandra Burgos	Assistant Principal George Cherry
Coach type here	Coach type here
ESL Teacher Anthony Owusu-Asirifi	Guidance Counselor Judith De Jesus
Teacher/Subject Area Linda German	Parent type here
Teacher/Subject Area Ana Dela Cruz	Parent Coordinator type here
Related Service Provider type here	Other Vicki Rivera
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	482	Total number of ELLs	39	ELLs as share of total student population (%)	8.09%
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Part II: 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 type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										17	8	6	8	39
self-contained														0
Total	0	0	0	0	0	0	0	0	0	17	8	6	8	39

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	10
SIFE	2	ELLs receiving service 4-6 years	18	Long-Term (completed 6+ years)	14

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	7	2	1	18		4	14		5	39
Total	7	2	1	18	0	4	14	0	5	39

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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										10	3	3	5	21
Chinese												1	1	2
Russian														0
Bengali														0
Urdu										1			1	2
Arabic											1			1
Haitian														0
French												1	1	2
Korean												1		1
Punjabi														0
Polish														0
Albanian										3	1			4
Other										3	3			6
TOTAL	0	0	0	0	0	0	0	0	0	17	8	6	8	39

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										2	1		1	4

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										7	4	3	2	16
Advanced (A)										8	4	3	4	19
Total	0	0	0	0	0	0	0	0	0	17	9	6	7	39

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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 (SWD)									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 (SWD)									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		3	
Integrated Algebra	9		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1		1	
Living Environment	12		1	
Physics				
Global History and Geography	11		2	
US History and Government	7		1	
Foreign Language		2		2
Other				
Other				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Astor uses the Lab-R in Spanish, ELL Periodic Assessment and teacher-generated placement exams to determine literacy levels in native language and measure language acquisition progress of the second language. Results revealed that the majority of the ELLs whose first language is Spanish are literate in that language (excluding ELLs with IEPs). We don't have any measure in the other languages.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Lab-R and NYSESLAT data patterns revealed that about 10 students tested proficient, majority of the ELLs moved up from either beginning to Intermediate; or from Intermediate to Advanced level. However, a few (about 4 students) remained in their respective proficiency levels. Currently, there are 8 advanced, 7 intermediate and 2 beginner students in 9th grade. For 10th grade, we have 4 students in both advanced and intermediate, and one student as a beginner. In the 11th grade, there are 3 students in both advanced and intermediate with no student in the beginning level. The 12th grade has 4 advanced, and 2 intermediate students with 1 student as a beginner.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Further analysis of the NYSESLAT results revealed that most students who remained in ESL or didn't test out due to low reading and writing scores regardless of grade. To address this, Astor Collegiate Academy will continue to focus on writing across all content area classes and continue to program students in writing skills classes as part of their programs. Moreover, the ELLs are using Empower3000, a differentiated reading and writing computer-based program to further improve their reading and writing skills. These are done in order for the school to meet the AMAO.
4. For each program, answer the following:
 - a. 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?a. The pattern across proficiencies is that most of the ELLs are either advanced or intermediate. The intermediate ELLs are mostly SWDs who are long-term ELLs. We couldn't verify how our students are faring in tests taken in English as compared to the native language because most of the students tend to reject the native language tests.
b. The results of Periodic Assessments are usually analyzed in grade team and LAP committee meetings. Trends are identified, results from students who are beginning to become stagnant in their language acquisition are conferenced and students overall performance are observed in classrooms.
c. 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 used 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 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 will be prepared using both the English and in their native language when available. During Regents, they supplied with both bilingual glossaries and dictionaries.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
The ELLs second language development is paramount as this is considered in all instructional decisions. Trends in exams results have indicated that ELLs struggle with reading, writing and vocabulary. As a result, teachers are taken through how to teach vocabulary, reading and writing in all content areas. Also, they are made to attend PDs both in school and throughout the city just to keep them in line with modern trends such as aligning lessons to NYS Common Core Standards and differentiating lessons for ELLs.
7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of our ELL program is evaluated through students' progress, performance and college and career readiness. Progress means ELLs are acquiring the required number of credits and moving up the English proficiency ladder. Data in the school had revealed that ELLs are acquiring the required number of credits. In terms of performance, ELLs performed creditably in the NYSESLAT and core Regents subjects. They are also responding to the college and career readiness by fulfilling their post secondary plans to area community and senior colleges. All these are done with the aim of meeting the AYP and AMAO for the ELLs.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Paste response to question here:

The identification process in Astor Collegiate Academy revolves around the ELL Coordinator who is also a certified ESL teacher and speaks English and Twi and is done in collaboration with the assistant principal who speaks English, French and Spanish; the bilingual guidance counselors and the school secretary.

ELLs and their parents or guardians new to this school are welcomed by the guidance counselors, the ELL coordinator, 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, 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.

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.

Paste response to question here:

Students new to the New York city school system are also welcomed by the staff members mentioned above and follow a similar process. The Assistant Principal or ELL coordinator and counselors 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 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. Students are then programmed based on their LAB-R results and the program selection form. As part of the parent orientation, the guidance counselors or the 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 of the new student's registration. 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.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Paste response to question here:

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, distributing and return of entitlement letters, parent orientation and program selection forms. 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 assistant principal make follow up phone calls.

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.

Paste response to question here:

The criteria and procedures followed to place identified ELLs in ESL instructional are as follows: 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. 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 assistant principal make follow up phone calls.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Paste response to question here:

Parents are always informed of the significance of taking the NYSESLAT during the testing period through letters sent home and phone calls. 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.

6. 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.) 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 question here:

At registration, the various program options available to parents are explained. 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 counselors will then assist the parent or guardian in securing a seat in one of the schools listed.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Paste response to questions here:

ELLs at Astor mainly benefit from self-contained model of instruction. ELLs are programmed in self-contained ESL classes based on their Lab-R or NYSESLAT scores. Beginning level students receive three periods (each period is 45 minutes) daily of ESL instruction with an ESL licensed teacher. Intermediate level ELLs receive 2 periods and advanced level ELLs receive one period of ESL and one period of ELA.

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.

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)?

Paste response to questions here:

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 CR 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.

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 foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here:

Although academic language is developed in all academic subjects, the spring 2013 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 words in each subject to better develop writing pieces. Both vocabulary and writing structures are used to describe features and systems of subjects within an ESL and ESL content area class. Teachers tap 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.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

Astor uses the Lab-R in Spanish, ELL Periodic Assessment and teacher-generated placement exams to determine literacy levels in native language and measure language acquisition progress of the second language. Results revealed that the majority of the ELLs whose first language is Spanish are literate in that language (excluding ELLs with IEPs). To support native language, students have been made aware of their rights to practice and take Regents exams in their various native languages. The school uses bilingual and bicultural staff 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.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

Throughout the year Astor's students are evaluated in all four modalities of English through LAB-R, Periodic Assessments, NYSESLAT, Empower3000 and teacher generated tests. The results are analyzed and appropriate instructional changes are made.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here

a. SIFE students are supported during school and after school. They receive explicit common core aligned instruction in class and are offered tutoring in the day time and after school. Astor has a book shelf dedicated to SIFE. They participate in credit recovery programs as well.

b. Newcomers are paired with buddy ESL students or staff member who share same culture and native language to assist in the acclimation of school life in the U.S. They are also strongly encouraged to participate in the ESL tutoring during day and after-school programs. Notification flyers and letters advising students and parents about the after-school and intervention programs available are distributed and posted around the school in English and students' native languages. Communication in the school is mainly in English and the native languages of the ELLs.

c. Potential Long term ELLs are part of LAP and 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.

d. Long term ELLs are strongly encouraged to attend day-time and after-school tutoring. To ensure they address their academic needs and meet graduation requirements, day-time tutoring has been programmed within day school. Students can take advantage of this program by attending tutoring session during their lunch periods twice a week. In addition, LTE are programmed in a writing skills classes and math applications class to support their ELA/ESL and math applications classes through-out the day. The LTEs also participate in the credit recovery program.

e. Newly English proficient ELLs or the former ELLs as they are called, receive two years of transition services and all the ELL exam accommodations. The accommodations include time and half, and the use of bilingual glossaries during exams. Additionally, they benefit from day and after-school tutoring, Regents prep classes and Saturday school (if needed).

7. 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?

Paste response to question here:

Special Education ELLs receive services mandated per their Individualized Education Plan. They receive ESL services as stated on their IEP. They also take advantage of our day and after-school tutoring, Regents prep classes and Saturday school (if needed). They all benefit from English writing and math applications classes to help them meet AYP in the ELL category in ELA and math. English Languagelearners and ELL-SWDs use a differentiated computer-based program called Empower3000.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

As a small school, we do struggle with scheduling issues, however, the school still strives hard to program ELL-SWDs as mandated in their IEPs and as part of CR-Part 154. As a result, all ELL-SWDs receive all their services in both ESL and special need classes as well core content classes. The ESL teacher participates in annual IEP meetings to provide next steps and strategies to move the students forward.

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:				
Social Studies:				
Math:				
Science:				

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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

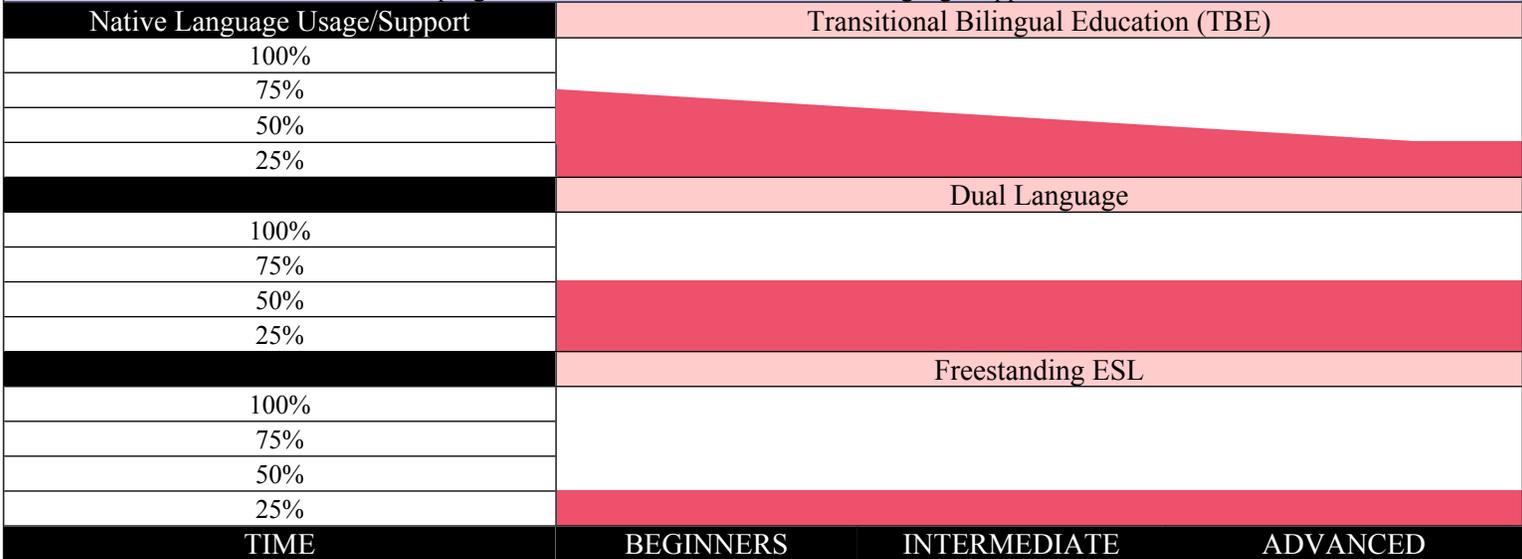
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

Paste response to question here:

ELLs participate in Astor's intervention program during day-school and after-school. ELLs are required to take both pre and post performance test as means of measuring academic growth. 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 Credit Recovery Program to make up credits. Students will also take ELA, global, US or living environment classes to reinforce what was learned during the week and to prepare for their Regents exams.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

According to the 2013 NYSESLAT results, almost all the ELLs moved up and 10 students tested out. Also, Regents results indicate that some ELLs passed the ELA other Regents exams.

11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here:

English Language learners and all other students are now given performance assessment test at the beginning of school year and in the spring as a measure of student learning. In addition, ELLs will also participate in Castle Learning Online for reinforcement of content area subjects.

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here:

The use of Plato as a credit recovery program will be discontinued because of technical challenges faced by students.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs have equal access to regular school programs and after school credit programs and tutoring. For example at risk students participate in Saturday Credit Recovery and week day homework help offered by SOBRO, a community based organization.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Almost all classrooms are equipped with smart boards for interactive and vivid learning. Additionally, ELLs and SWDs use Empower3000, a differentiated computer-based reading and writing program. They also use Castle Learning Online for content practice and reinforcement.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here:

Astor uses a stand alone ESL program. This means English is the language of instruction. We therefore use buddies, bilingual glossaries and dictionaries. Moreover, the schools uses the bilingual staff as interpreters in the classrooms.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

We adhere strictly to the mandates of CR-Part 154: Beginners receive-520 hours; Intermediate-360 hours; and Advanced receive -180 hours. In addition to the ESL classes, they are also programmed in their appropriate core content classes based on age and grade levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

New ELLs are encouraged to participate in the summer Bridge Program, which helps to acclimatize them to the academic culture of the school and at the same help them to earn 2 credits. Newly admitted students are also shown around the school the school by either the guidance counselor or the assistant principal. They are assigned to buddies and other staff who will help them settle down in their new environment.

18. What language electives are offered to ELLs?

Astor offers Spanish and Intensive English Writing elective courses.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Professional development is on going throughout the year for all staff working with the ELLs at Astor. This include the school secretaries, the assistant principals, guidance counselors, ESL teachers and all content area teachers. Teachers are made to attend various PDs both in school and in the city to keep abreast with the new trends in education such as Common Core Learning Standards, differentiation and New Teacher Grading System.

2. Professional development at Astor is multi-faceted. ESL licensed teachers participate in numerous workshops offered by BETAC, Network 603, QTEL and the Office of ELLs. They plan with their colleagues during department meetings to incorporate the Common Core Learning Standards in their lessons and also 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. Teachers also attend multiple workshops offered by the Office of ELLs.

3. Middle school students are encouraged to attend our Summer Bridge Program and also the open house activities planned by the guidance counselors.

4. School personnel participate in various PDs to ensure that they are informed of the mandated ELL identification process and teachers are kept abreast with the Common Core Learning Standards; best practices used in teaching and identifying ELLs. As a result all teachers and personnel meet the minimum 7.5 hours of ELL professional development. The ELL co-ordinator who doubles as the ESL teacher is responsible for educating the school about ELLs on topics like "Understanding ELLs".

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
 1. The success of our students depends on the open communication between our school and their homes. Parent meetings are held through-out the year to inform parents of achievements and concerns. Parents receive school information in our most commonly used native language (Spanish) and other native languages spoken by the students and their parents. They are invited to fill out the school learning environment survey during parent conferences. Phone calls are sent in multiple languages whenever possible. The Translation and Interpretation Unit has been and will continue to be used to translate and interpret any information to our non-English speaking parents and guardians. Parents/ guardians are also invited to participate in School Leadership Team and Parent Association meetings.
 2. Astor Collegiate Academy is in partnership with TriO and SoBro to help students acclimate to high school life and assist in academic success. They expose students to varied activities like college visits and trips. These groups invite community groups and guest speakers to advise on wide ranging topics like gangs and college life.
 3. Through these meetings, outreaches and teams, Astor is able to evaluate the needs of parents, students and the school.
 4. Parental needs and concerns are heard and addressed during the ELL parent meetings, phone calls and School Leadership Teams. Teachers at Astor are supposed to make at least 10 phone calls or send notification letters or emails to parents just to keep parents abreast with how their wards are faring in school. Teachers sometimes send notification letters or e-mails home.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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
	Parent Coordinator		1/1/01
Anthony Owusu-Asirifi	ESL Teacher		1/1/01
	Parent		1/1/01
Linda German	Teacher/Subject Area		1/1/01
Ana Dela Cruz	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Judith De Jesus	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Vicki Rivera	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **5** Network: **562**

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

Part A: Needs Assessment Findings

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

Part B: Strategies and Activities

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

Written translation services will be provided by our in-house school staff and the Office of Translation and Interpretation Unit. The staff has been surveyed as to their multi-language proficient skills and their availability to translate for families whose language is other than English. Various community groups will be used to translate documents into languages not spoken by members of the NYC DOE or the Astor Staff.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

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

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"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

