



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

| | |
|----------------------------|---------------------------------|
| DBN: (i.e. 01M001): | 11x299 |
| School Name: | ASTOR COLLEGIATE ACADEMY |
| Principal: | SANDRA BURGOS |

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)

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- III. Section 5C Capacity Framework Element - Collaborative Teachers
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Section 7: Title I Program Information

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Section 1: School Information Page

School Information

School Name: Astor Collegiate Academy School Number (DBN): 11x299
School Level: High School Grades Served: 9-12
School Address: 925 Astor Avenue
Phone Number: 718-944-3418 Fax: 718-944-3436
School Contact Person: Lisa Cooke Email Address: Lcooke3@schools.nyc.gov
Principal: Sandra Burgos
UFT Chapter Leader: Douglas Novak
Parents' Association President: Chris Newsom
School Leadership Team
Chairperson: Chris Newsom
Student Representative(s): Nicholas Ponce, Dylan Core, Stephanie Nandlal, Shazeena Khan, Fatima Kahn

District Information

District: Bx Superintendent: Carron Staple
Superintendent's Office Address: 1 Fordham Plaza, Bronx, NY, 10458
Superintendent's Email Address: cstaple@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 562 Network Leader: Barbara Gambino

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|---|---|-------------------------|
| Sandra Burgos | *Principal or Designee | |
| Douglas Novak | *UFT Chapter Leader or Designee | |
| Chris Newsom | *PA/PTA President or Designated Co-President | |
| Lisa Cooke | DC 37 Representative, if applicable | |
| Nicholas Ponce, Dylan Core, Stephanie Nandlal, Shazeena Khan, Fatima Khan | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Juan Rivera | Member/ Parent | |
| Ami Rivera | Member/ Parent | |
| Shaintree Khan | Member/ Parent | |
| Ethan Insel | Member/ Guidance Counselor | |
| | Member/ | |

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

| The Six Elements of the Capacity Framework |
|---|
| <ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| <ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| <ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. |
| <ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. |
| <ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| <ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and |

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

The school's mission is to help students refine core values (Independence, Perseverance, Integrity, Community and Consistency) as young adults who will be ready to succeed in the post-secondary world. Faculty and staff work in teacher teams to identify core values, create bench marks, select focus lens, conduct inter-visits and refine core values in preparation of rolling out each core value through-out this school year. As a result of the Learning Partners and Model Teacher program, teachers are empowered to lead vertical and horizontal team meetings in developing strategies to reinforce each of the core values which will lead to academic success.

Two goals have been developed:

1. Develop, implement and sustain three actionable protocols for improving independence through discipline.
2. Improve the practices and outcomes of teacher teams:
 - a. a. incorporate student voice
 - b. b. teacher facilitated team meetings
 - c. c. diffuse information vertically along ladders of teams

The development, implementation and sustainability of actionable protocols cause the faculty and staff to re-evaluate core values and foundational mission of the school. This movement has caused the faculty and staff to engage in the assessment and reflect on of the school's culture and values. It has also empowered the faculty to have a voice in school reforms. The following is a result of the work done in the first two months of this school year:

- Developed a focus lens for evaluating independence
- Debriefed with multiple teacher teams to define independence in our school

The second goal has re-established the Astor council to serve as a conduit between administration and faculty and has streamlined multiple team meetings for greater consistency in addressing student academic needs. The current work has resolved around inviting students and parents/guardians and guidance counselors to grade team meetings and refocusing the grade teams into addressing social and emotional needs of students which have hindered academic success.

As of now, the Astor Council has been reinstated and restructured. This team has identifying what student independence looks like in the classroom (academic) and in the school environment as a whole. The council is in the process of norming student perseverance behaviors and how it is viewed in the classroom and in the general school environment.

11X299 School Information Sheet Key

| School Configuration (2014-15) | | | |
|---|-----------------|---|--|
| Grade Configuration | 09,10, 11,12 | Total Enrollment | 483 SIG Recipient |
| Types and Number of English Language Learner Classes (2014-15) | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A # Self-Contained English as a Second Language |
| Types and Number of Special Education Classes (2014-15) | | | |
| # Special Classes | 5 | # SETSS | 11 # Integrated Collaborative Teaching |
| Types and Number of Special Classes (2014-15) | | | |
| # Visual Arts | 6 | # Music | N/A # Drama |
| # Foreign Language | 12 | # Dance | N/A # CTE |
| School Composition (2013-14) | | | |
| % Title I Population | 76.5% | % Attendance Rate | 83.6% |
| % Free Lunch | 76.4% | % Reduced Lunch | 7.2% |
| % Limited English Proficient | 7.2% | % Students with Disabilities | 24.3% |
| Racial/Ethnic Origin (2013-14) | | | |
| % American Indian or Alaska Native | 0.6% | % Black or African American | 33.5% |
| % Hispanic or Latino | 47.0% | % Asian or Native Hawaiian/Pacific Islander | 7.6% |
| % White | 10.5% | % Multi-Racial | N/A |
| Personnel (2014-15) | | | |
| Years Principal Assigned to School (2014-15) | 3.92 | # of Assistant Principals (2014-15) | 2 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | 4 |
| Personnel (2013-14) | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | 22.2% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.2% | Average Teacher Absences (2013-14) | 6.72 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | |
| 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 (2012-13) | | | |
| ELA Performance at levels 3 & 4 | 68.1% | Mathematics Performance at levels 3 & 4 | 66.7% |
| Credit Accumulation High Schools Only (2013-14) | | | |
| % of 1st year students who earned 10+ credits | 76.2% | % of 2nd year students who earned 10+ credits | 67.0% |
| % of 3rd year students who earned 10+ credits | 69.1% | 4 Year Graduation Rate | 64.7% |
| 6 Year Graduation Rate | 75.0% | | |
| Overall NYSED Accountability Status (2014-15) | | | |
| 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 (2012-13) | | | |
| 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 (2012-13) | | | |
| 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 (2012-13) | | | |
| 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 (2012-13) | | | |
| 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 (2012-13) | | | |
| 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 Graduation Rate (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | NO |
| 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 | | |

11X299 School Information Sheet Key

| School Configuration (2014-15) | | | | |
|---|-----------------|---|-----|---|
| Grade Configuration | 09,10, 11,12 | Total Enrollment | 483 | SIG Recipient |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | 5 | # SETSS | 11 | # Integrated Collaborative Teaching |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | 6 | # Music | N/A | # Drama |
| # Foreign Language | 12 | # Dance | N/A | # CTE |
| School Composition (2013-14) | | | | |
| % Title I Population | 76.5% | % Attendance Rate | | 83.6% |
| % Free Lunch | 76.4% | % Reduced Lunch | | 7.2% |
| % Limited English Proficient | 7.2% | % Students with Disabilities | | 24.3% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.6% | % Black or African American | | 33.5% |
| % Hispanic or Latino | 47.0% | % Asian or Native Hawaiian/Pacific Islander | | 7.6% |
| % White | 10.5% | % Multi-Racial | | N/A |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 3.92 | # of Assistant Principals (2014-15) | | 2 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 4 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 22.2% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.2% | Average Teacher Absences (2013-14) | | 6.72 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| 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 (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | 68.1% | Mathematics Performance at levels 3 & 4 | | 66.7% |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | 76.2% | % of 2nd year students who earned 10+ credits | | 67.0% |
| % of 3rd year students who earned 10+ credits | 69.1% | 4 Year Graduation Rate | | 64.7% |
| 6 Year Graduation Rate | 75.0% | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| 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 (2012-13) | | | | |
|---|-----|---|--|-----|
| 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 (2012-13) | | | | |
| 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 (2012-13) | | | | |
| 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 (2012-13) | | | | |
|---|-----|---|--|-----|
| 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 (2012-13) | | | | |
| 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 Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | NO |
| 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 | | | |

11X299 School Information Sheet Key

| School Configuration (2014-15) | | | | |
|--------------------------------|-----------------|------------------|-----|---------------|
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| # Foreign Language | 12 | # Dance | N/A | # CTE |
| School Composition (2013-14) | | | | |
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| % Free Lunch | 76.4% | % Reduced Lunch | | 7.2% |
| % Limited English Proficient | 7.2% | % Students with Disabilities | | 24.3% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.6% | % Black or African American | | 33.5% |
| % Hispanic or Latino | 47.0% | % Asian or Native Hawaiian/Pacific Islander | | 7.6% |
| % White | 10.5% | % Multi-Racial | | N/A |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 3.92 | # of Assistant Principals (2014-15) | | 2 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 4 |
| Personnel (2013-14) | | | | |
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| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.2% | Average Teacher Absences (2013-14) | | 6.72 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| 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 (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | 68.1% | Mathematics Performance at levels 3 & 4 | | 66.7% |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | 76.2% | % of 2nd year students who earned 10+ credits | | 67.0% |
| % of 3rd year students who earned 10+ credits | 69.1% | 4 Year Graduation Rate | | 64.7% |
| 6 Year Graduation Rate | 75.0% | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| 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 (2012-13) | | | | |
| 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 (2012-13) | | | | |
| 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 (2012-13) | | | | |
| 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 (2012-13) | | | | |
| 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 (2012-13) | | | | |
| 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 Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | NO |
| 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 | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 3 Statement of Practice (SOP) Addressed | | HEDI Rating |
|---|---|-------------|
| 3.2 | The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12. | D |
| 3.3 | Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content. | D |
| 3.4 | The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities. | D |
| 3.5 | The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes. | D |

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Administration and Grade Inquiry Teams will meet with students to address social/emotional challenges in hopes of addressing and improving academic standing.
- Department Teams meet to discuss the alignment of common core in English and Math through unit plans and lesson plans once per week in addition to the monthly department meetings.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

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 an 80% satisfactory student mastery rate of each performance task.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the |
|---|--|---|---|
| 3. Research-based instructional programs, professional | | | |

| | | | |
|--|---|--------------------------|-----------------------------|
| development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust | | | <i>activity/strategy?</i> |
| Teachers will use one of the three student engagement strategies (think/pair/share) in every lesson | All students | September 2014-June 2015 | Teachers and administrators |
| ELA and Social studies teachers will scaffold strategies to support at least one Socratic seminar discussion each semester | 9 th and 10 th grade students | September 2014-June 2015 | Teachers and administrators |
| | | | |
| | | | |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per-session is needed for after-school tutoring and Saturday prep programs.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | | | | | |
|--|-----------------|---|----------------------|---|------------------------|--|------------------|---|------------------|--|----------------------|--|---------------|
| | Tax Levy | X | Title I Basic | X | Title I 1003(a) | | Title IIA | X | Title III | | P/F Set-aside | | Grants |
|--|-----------------|---|----------------------|---|------------------------|--|------------------|---|------------------|--|----------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

The mid-point bench-mark is at the commencement of the spring term (February) and the commencement of summer school (July). Review of student performance tasks will be done by the Grade Inquiry teams to determine the instructional and programming needs which will be address in the coming semester. The second marking period results will be used as a precursor to the mid-point benchmarks.

Part 6b. Complete in **February 2015.**

| | | | | | |
|----|--|--|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 2. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 5 Statement of Practice (SOP) Addressed | | HEDI Rating |
|---|--|-------------|
| 5.2 | The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health. | E |
| 5.3 | The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students. | E |
| 5.4 | All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes. | E |
| 5.5 | The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful. | E |

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school is in the process of establishing after-school enrichment programs and social/emotional supports. This year's strength is the addition of an ATR Assistant Principal of Guidance and a total of 4 Guidance Counselors who are developing guidance intervention workshops such as peer mediation and implementing the guidance curriculum on multiple topics such as peer pressure, bullying and study habits, etc.) In addition to the new partnership with Opening Act (drama club) and the security team schedule will be rearranged to provide support in the hallways and encourage students to attend each class regularly. In addition, guidance counselors are taking an active role in preventing student lateness and addressing unexcused absences.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

SY 2013-14 ended with 84.5% attendance rate. As a result, support staff has been reassigned to be part of the attendance team.

By June 2015, there will be an increase of daily student attendance by 3%

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal | Target Group(s) | Timeline <i>What is the</i> | Key Personnel <i>Who is responsible</i> |
|---|-----------------|--------------------------------|--|
|---|-----------------|--------------------------------|--|

| | | | |
|---|--|----------------------------|--|
| for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust | <i>Who will be targeted?</i> | <i>start and end date?</i> | <i>for implementing and overseeing the activity/strategy?</i> |
| Hired addition school aides to make phone calls of students who cut/late | students with attendance rate between 70-79% | October 2014-June 2015 | Attendance team (guidance counselors, attendance teacher administrators, support staff |
| Weekly attendance meetings to review various ATS reports and individual student cases | Students listed on the 407 report | Same as above | Same as above |
| | | | |
| | | | |

Part 4 – Resources Needed

| |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Staff to facilitate after school enrichment program/workshops. Per-session to compensate staff and money for supplies and guest speakers and rewards for individual and entire class period recognition |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | | | | |
|--|-----------------|---|----------------------|---|------------------------|--|------------------|---|------------------|--|----------------------|---------------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | | |
| x | Tax Levy | x | Title I Basic | x | Title I 1003(a) | | Title IIA | x | Title III | | P/F Set-aside | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | | | | |
| | | | | | | | | | | | | |

Part 6 – Progress Monitoring

| | | | | |
|---|--|--|-----|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | |
| 2. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| Review of fall semester attendance ATS reports. | | | | |
| Part 6b. Complete in February 2015. | | | | |
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | No |
| 2. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 4 Statement of Practice (SOP) Addressed | | HEDI Rating |
|---|--|-------------|
| 4.2 | Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry. | D |
| 4.3 | Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals. | D |
| 4.4 | Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry. | D |
| 4.5 | Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process. | D |

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teachers meet every week by department and by grade to address academic challenges in their particular subject and grade.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Develop and strengthen writing skills in English and social studies core classes to support argumentative essay writing with supporting evidence. In math and science, students will be able create written responses with supporting evidence. These responses will be aligned to key components of an argumentative essay in ELA and social studies.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
2. Strategies to address the needs of students with disabilities,

Target Group(s)

Who will be targeted?

Timeline

What is the start and end date?

Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

| | | | |
|---|---|------------------------|----------------------------------|
| <p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p> | | | |
| Teachers review social/emotional challenges which prevent student academic success | Bottom third of each grade (excluding LTAs) | November 2014-May 2015 | Teachers, GC and Administration |
| Intervention conferences are scheduled for individual students | 5 students from target group | November 2014-May 2015 | Teachers, GCs and administration |
| | | | |
| | | | |

Part 4 – Resources Needed

| |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Time, per-session/coverage pay, teachers |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | | | | | |
|--|-----------------|---|----------------------|---|------------------------|--|------------------|---|------------------|--|----------------------|--|---------------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | | | |
| x | Tax Levy | x | Title I Basic | x | Title I 1003(a) | | Title IIA | x | Title III | | P/F Set-aside | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

Part 6 – Progress Monitoring

| | | | | |
|---|--|--|-----|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| 5. | Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | |
| 6. | Specify a timeframe for mid-point progress monitoring activities. | | | |
| <u>Marking period assessments and final exams for fall and spring terms will identify the school’s progress in meeting the writing goal</u> | | | | |
| Part 6b. Complete in February 2015 . | | | | |
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | No |
| 2. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |
| | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| | Tenet 2 Statement of Practice (SOP) Addressed | HEDI Rating |
|-----|--|-------------|
| 2.2 | Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP). | E |
| 2.3 | Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals. | E |
| 2.4 | Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved. | E |
| 2.5 | The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement. | E |

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The low credit accumulation is partly due to the low student motivation and low/poor self-esteem in having a positive self- image and setting personal and academic goals.

The school is fortunate to have an ATR Assistant Principal in Guidance and four Guidance Counselors to help monitor credit accumulation. The second marking period results of each semester will be used to analysis and monitor student progress.

As members of the grade inquiry teams, the guidance counselors will address academic and social/emotional needs and will facilitate intervention meetings with students and/or parents to address academic concerns. Topics such as time management, study skills, organizational skills, etc. will be discussed as part of the guidance intervention program. In addition, guidance counselors will identify students who meet the prerequisite of prep classes and at risk classes.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

SY 2013-14 10th grade credit accumulation was 69%. The 2014-15 goal is to increase the 10th grade 10+ credit accumulation by 3%.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| Guidance Counselors will deliver one workshop per/ month | Each grade | October 2014-May 2015 | AP GC supervises GC in delivering workshops |
| Weekly Guidance meetings to address progress | Counselors | September 2014-June 2015 | Guidance Counselors and administration |
| | | | |
| | | | |

Part 4 – Resources Needed

| |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Team will meet to select target group, notify students and/or parents and schedule intervention meetings. Time is needed to organize the intervention meetings. |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | | | | | |
|--|----------|---|---------------|--|-----------------|--|-----------|--|-----------|--|---------------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | | | |
| | Tax Levy | x | Title I Basic | | Title I 1003(a) | | Title IIA | | Title III | | P/F Set-aside | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

Part 6 – Progress Monitoring

| | | | | |
|---|--|-----|--|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| <u>Review academic and behavioral teacher referrals at the end of each semester to determine program in meeting the goal.</u> | | | | |
| Part 6b. Complete in February 2015. | | | | |
| 1. Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| | Tenet 6 Statement of Practice (SOP) Addressed | HEDI Rating |
|-----|---|-------------|
| 6.2 | The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success. | NA |
| 6.3 | The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning. | NA |
| 6.4 | The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success. | NA |
| 6.5 | The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success. | NA |

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

After-school activities are being implemented to provide students the opportunity to discover hidden talents and interest. Activities include Mouse squad, chess club, band, drama, student government, yearbook and peer mediation.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The school community will increase student and parent trust by 2% from 81% to 83%. This will be done by increasing parent and student involvement through after-school activities

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|---|--|---|
| <p>3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> | | | |

| | | | |
|---|-----------------|-------------------------|--|
| 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | | | |
| 5. Strategies to increase parent involvement and engagement | | | |
| 6. Activities that address the Capacity Framework element of Trust | | | |
| Advertise after-school program during morning announcements and through posters | school | November 2014-June 2015 | Teachers, Guidance Counselors and Administrators |
| Promote program through SLT members. | Students in SLT | November 2014-June 2015 | SLT team |
| | | | |
| | | | |

Part 4 – Resources Needed

| |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Time, staff, memberships and supplies |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | | | | |
|--|-----------------|---|----------------------|--|------------------------|--|------------------|--|------------------|--|----------------------|---------------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | | |
| | Tax Levy | x | Title I Basic | | Title I 1003(a) | | Title IIA | | Title III | | P/F Set-aside | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | | | | |
| | | | | | | | | | | | | |

Part 6 – Progress Monitoring

| | | | | |
|---|--|--|-----|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| 1. | Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | |
| 2. | Specify a timeframe for mid-point progress monitoring activities. | | | |
| <u>Review monthly student attendance to determine student interest</u> | | | | |
| Part 6b. Complete in February 2015. | | | | |
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | No |
| 2. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |
| | | | | |

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | 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.) |
|---|---|---|--|--|
| English Language Arts (ELA) | Freshman Composition After-school ELA tutoring and ELA Regents prep | Achieve 3000 | Small group | During and after-school hours |
| Mathematics | Algebra, Geometry and trigonometry prep classes | Repeated practice | Small group | During and after-school hours |
| Science | Living environment Regents prep | Repeated readings | Small group | Saturday program |
| Social Studies | Global and US History Prep and at risk support classes (Classic Civilization and Global Issues) | Repeated readings | Small group | During and after school hours |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Peer mediation and monthly workshops | Guidance Curriculum | Small group | During and after-school hours |

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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 Network 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 plan and address classroom management and administrative matters. All teachers are part of a department and inquiry team where the development, modification and revision of curriculum are addressed. Teacher assignments are determined by the teacher's teaching license, scholarship reports, and expertise and teacher preference sheet. |

2b. 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 qualify staff will serve as facilitators in school professional development and are part of the new initiative Model Teacher program. |

Part 3: TA Schools Only

3a. Use of Program Resources

| |
|---|
| Describe how the TA program resources will assist participating children to meet proficiency. |
| |

3b. 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). |
| |

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan. | |
|--|--|---|--|---------------------------------|
| | | | Column A Verify with an (X) | Column B Page # Reference(s) |
| Title I Part A (Basic) | Federal | | | |
| Title I School Improvement 1003(a) | Federal | | | |
| Title I Priority and Focus School Improvement Funds | Federal | | | |
| Title II, Part A | Federal | | | |
| Title III, Part A | Federal | | | |
| Title III, Immigrant | Federal | | | |
| Tax Levy (FSF) | Local | | | |

¹Explanation/Background:

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

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

II. Parent/Guardian Responsibilities:

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

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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% |
|--|------------|----------------------|-----------|---|--------------|

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 | Tot # |
| 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. [i](#)

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 7 | 2 | 1 | 18 | | 4 | 14 | | 5 | 39 |

| ELLs by Subgroups | | | | | | | | | | |
|--|----------|----------|------------------|-----------|----------|------------------------------------|-----------|----------|----------|-----------|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total | |
| All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | | |
| 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 |

*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 | |
| | ELL | EP |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

| Dual Language (ELLs/EPs) | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--|
| 9-12 | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | | |
| | ELL | EP | |
| SELECT ONE | | | | | | | | | 0 | 0 | |
| SELECT ONE | | | | | | | | | 0 | 0 | |
| SELECT ONE | | | | | | | | | 0 | 0 | |
| TOTAL | 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 | 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 |
| Intermediate(I) | | | | | | | | | | 7 | 4 | 3 | 2 | 16 |
| Advanced (A) | | | | | | | | | | 8 | 4 | 3 | 4 | 19 |
| Total | 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/ | B | | | | | | | | | | | | | |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| SPEAKING | 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 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 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:

- 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:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - 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 conferred 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:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - 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 familirize the family with parent and student support services available in the school. The coueslors 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.

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?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - 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: | | | |

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

| | | | | |
|-----------------|--|--|--|--|
| 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 |
|---|----------------------|----------------------|----------------------|
| 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.



| | | | |
|--|------------------|---------------------|-----------------|
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. | | | |

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



Department of English Language Learners and Student Support

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 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

| 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 checked="" type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: 28 |
| 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 |

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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 504 students including 29 English language learners. The predominant language spoken within this group is Spanish. Among the 16 ELLs in 9th grade, 5 students tested advanced, 2 tested as beginners and 9 tested intermediate on the 2013-14 NYSESLAT. Out of the 6 students in the 10th grade, there are 5 students in the advanced level and one intermediate level. In the 11th grade, one student tested advanced. There are 4 students in 12th grade with 1 of them scoring intermediate and the rest testing advanced.

The success pattern of the students on the NYSESLAT range from proficient to advanced to intermediate to beginner in all the four language modalities. An analysis of the data from the spring 2014 NYSESLAT results reveals that students scored higher on the listening and speaking sections of the exam. They scored mainly advanced and proficient in speaking and listening but scored intermediate to advanced on reading and writing.

Astor Collegiate Academy's home language surveys indicate that 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 29 ELL students receive rigorous language and content area instruction in English and native language support through the use of interpreters, glossaries and bilingual resources. The beginner level students have three self-contained dedicated ESL classes, the intermediate has two self-contained and advanced students receive one self-contained period of ESL instruction. The ESL classes have been incorporated into the schools's 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. Apart from teaching his regular stand alone ESL classes between 8:20 AM - 3:05 PM, the ESL teacher assists in modifying content area curriculum and resources for ESL students, and provides language acquisition and vocabulary support. The ESL teacher also

Part B: Direct Instruction Supplemental Program Information

participates in Grade Inquiry Team meetings and provides instructional strategies to content area teachers for targeted ESL students. Our 11th and 12th grade ELL students receive additional content support through an extended day program and tutoring. Moreover, it should be recognized that ELLs across grade levels follow a block schedule enabling general education teachers to address ESL needs through integration of language development activities and explanation with content-area instruction, while utilizing other ESL methodologies. Also, 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 reinforce content.

The school will allocate 60 % of the Title III funds for direct instruction: An after school and Saturday program will be developed to help improve student literacy, general academic skills while facilitating language acquisition. The after-school program will be held on Fridays between 3:10 PM and 4:00 PM while the Saturday program will take place on 5/4, 5/11, 5/18, and 5/25 between 9:00 AM to 12:00 PM. The two programs will focus on the following: NYSESLAT preparation, improving math, science and ELA scholarship reports; increasing 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(including SIFE) for second language proficiency, improved graduation rate and an increase in the number of advanced regents diplomas obtained by ELLs. The school will also acquire supplemental support instructional materials and resources to facilitate the language acquisition and overall success on State exams. Included are Smart Boards, Achieve 3000, Rosetta Stone, 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 a licensed content area and TESOL licensed teacher. 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. The TESOL licensed teacher will refine the four language modalities, with great emphasis on writing and reading, (our ELL areas of deficiency) as a means of addressing students' area of academic need. Writing and reading across all content for all students, continue to be this year's academic focus. These skills were targeted using results of the 2014 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

Part C: Professional Development

- name of provider

Begin description here:

10 % of the Title III funds will be used to facilitate a customized PD aimed at ELA content teachers. These PDs will sensitize and update content area teachers on the following topics: Growing needs of ELLs, Understanding ELLs and ELL Instructional Strategies. These workshops are held after-school on the first Monday of every month between 3:15 PM and 4:45 PM. In addition, The ESL teacher participates in numerous professional development workshops. Licensed content area teachers and TESOL licensed teachers meet four days weekly during grade team meetings to discuss challenges ELLs face in content area classes. Grade team meetings focus on targeting 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. 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 uses his expertise to develop differentiated lessons that are scaffolded for all students in content area classes.

The ESL Teacher and Administration 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 is to resume its monthly meetings in the spring of 2015 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 are 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

Part D: Parental Engagement Activities

Begin description here:

The success of our students depends on the open communication between our school and home. That is why, 10 % of the Title III funds will be spent to increase parent involvement and participation in parent meetings, training workshops and celebratory activities during each semester. Parent meetings are held twice a year to inform parents of achievements and concerns also to educate parents. Currently listed ELL parent workshop topics are: Understanding transcripts, Preparing for the Regents and Testing out of the NYSESLAT. Projected parent workshop dates are 1/15/2015 and 3/4/2015 between 6:00 PM and 8:00 PM. They complete a feedback form after each meeting. The results from the feedback are therefore analyzed and used to address parents' suggestions 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 or guardians are also invited to participate in School Leadership Team and Parent Association meetings. Through these initiatives, 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 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 Parent Coordinators in our school always help in organizing and facilitating all the ELL meetings.

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/SkedulaTraining, and Informational sessions (Periodic assessments, NYSESLAT and NYS Regents).

OTHER THAN PERSONNEL SERVICES

20% of the Title III grant will be consolidated in the school's incentive and award program. Each marking period, ELLs will be encouraged to form part of the meritorious group of students who earn recognition for academic and attendance distinction. These include the distribution of prizes and invitation to celebratory meetings for Principal and honors awards, individual and class perfect attendance rates.

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 | _____ | _____ |

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. |
|---|-----------------|---|
| 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 | _____ | _____ |