



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **11X299**

School Name: **ASTOR COLLEGIATE ACADEMY**

Principal: **SANDRA BURGOS**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Astor Collegiate Academy School Number (DBN): 11x299
Grades Served: 9-12
School Address: 925 Astor Avenue
Phone Number: 718-994-3418 Fax: 718-944-3638
School Contact Person: George Cherry Email Address: gcherry@schools.nyc.gov
Principal: Sandra Burgos
UFT Chapter Leader: Douglas Novak
Parents' Association President: Chris Newsom
SLT Chairperson: Chris Newsom
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): Ebony Edosomwan
Stephanie Nandal

District Information

District: 11 Superintendent: Juan Mendez
30-48 Linden Place Room 307
Superintendent's Office Address: Flushing, NY, 11354
Superintendent's Email Address: jmendez2@schools.nyc.gov
Phone Number: 718-281-7696 Fax: 718-281-7519

Borough Field Support Center (BFSC)

BFSC: Affinity Director: Alexandra Anormaliza
131 Livingston Street
Director's Office Address: Brooklyn, NY, 11201
Director's Email Address: aamorma@schools.nyc.gov
Phone Number: 718-935-5618 Fax: 718-395-2246

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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 (staff), if applicable	
Amy Rivera	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Ivory Edosomwan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Stephanie Nandal	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Diane Cancel	CBO Representative, if applicable	
Ebony Edosomwan	Member/ Student	
Eloho Obaro Best	Member/ Student	
Matthew Torres	Member/ Student	
Zamira Pagan	Member/ Parent	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Astor Collegiate Academy opened in September 2003 as a program on the Christopher Columbus Campus in the North East Bronx. In 2004, Astor was introduced as a high school within this campus. The main focus was business and technology. In 2011, its focus changed to science and technology. Students are required to take four years of math & science classes and two years of technology classes.

Astor student body consists of 55% males and 45% females of which 25% are students with IEPs, 5% are ELLs, and 25% are in the bottom third. The ethnic breakdown is as follows; 40% Black, 46% Latino, 4% Asian, 10% Caucasian.

In SY 2014-15, faculty and staff collaborated in refining the school's core values (Community, Consistency, Independence, Integrity and perseverance). As a result, the mission statement below was crafted: Astor Collegiate Academy will prepare students to understand, contribute to, and succeed in an ever-changing society. Astor will ensure that all students develop the skills and competencies required to advance as well as lead in this emerging economy. Guided by our core values – community, consistency, perseverance, independence and integrity – Astor is committed to life-long learning and educational innovation. Cultivating these values will encourage personal accountability and engage students as participants in a democratic society and a global collective. Students at Astor will develop intellectual independence through personal experience, collaboration, risk-taking and inquiry. The educational experience at Astor Collegiate Academy appreciates all areas of study with an interdisciplinary curriculum while also addressing the non-traditional dimensions of our students – their social, emotional, and spiritual well-being.

The Framework for Great school is embedded in our school culture. We embrace the element of collaboration through our weekly inquiry and department meetings.

In the last three years, Astor has established multiple partnerships to promote the science focus and open post-secondary opportunities for all students. Such partnerships are:

- CUNY-Lehman College (TRiO, College Now, Summer STEP, Summer STEM)
- Albert Einstein Program-STEP
- University of Vermont
- CUNY-Hostos Community College (STEM Literacy Program)
- C.O.M.E-Caregivers Outreach Ministry Empowerment

These partnerships support the intellectual growth and development of all students who participate in these programs.

The restructuring of the school day from a six hours and eighty minute day to a six hour and twenty minute day with long days on Mondays and Tuesdays, allows for teacher collaboration in multiple inquiry teams. Inquiry teams range from departmental, to cohort focused, to transition, developing IEP to support student need and attendance. These teams meet on a rotation basis and help address the multiple needs of a small school while creating a supportive learning environment, customizing instruction per cohort and revising lesson plans to support Common Core standards and school's instructional goals. The home and school ties are strengthening by promoting an open door policy where

parents are welcome to meet with staff through the day, are invited to participate in the Parent Association and the many workshops the Parent Coordinator schedules to meet the interests of ACA parents.

11X299 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	483	SIG Recipient	N/A
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	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	5	# SETSS	11	# Integrated Collaborative Teaching	28
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	N/A	# Drama	N/A
# Foreign Language	12	# Dance	N/A	# CTE	N/A
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				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. <p>Astor's 2014-15 Quality Review report identified inconsistent practices across grades and classrooms leading to uneven levels of engagement and higher order thinking. Academic tasks inconsistently provide access to appropriately challenging work and result in missed opportunities to engage diverse learners including students with disabilities and English language learners.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> <p>Bi-monthly professional development workshops will be scheduled and facilitated by administration and guest speakers to address the uneven levels of engagement and higher order thinking in the classroom. By June 2016 teachers will have participated in 8 professional development workshops. January 2016 will be the mid-point assessment mark to evaluate the implementation progress of student engagement and higher order thinking.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>9th -12th grade teachers will use multiple levels of the Socratic seminar strategies</p>	<p>9th -12th grade students</p>	<p>September 2015-June 2016</p>	<p>Administration and Teacher leads</p>
<p>Algebra, geometry and algebra II will use the Contemplate then Calculate strategy to improve the use of literacy.</p>	<p>9th-11th grade students</p>	<p>September 2015-June 2016</p>	<p>Math teachers and a2i facilitator</p>

Kurweir will be used primarily by ELLs and students with disabilities to increase literacy skills in alignment with Common Core standards	9th-12th grade students	September 2015-June 2016	TESOL and Special Education license teachers
Turn and Talk, Contemplate then Calculate, Socratic Seminar Circles, Second Opinion, Write -Pair-Share	9th-12th grade students	September 2015-June 2016	Administration, a2i and Pilot program facilitators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers will meet every Monday from 2:38 to 3:58 as part of their extended day. Instructional resources will be purchased using Title I funding.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
By January 2016, teachers would have attended 4 professional development sessions to address uneven levels of engagement and higher order thinking in the classroom.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Based on the 2014-15 Framework of Great School Astor rated 98 on the social emotional category. This rating demonstrates that Astor is a safe place for student interaction and learning.</p> <p>The new partnership with Hostos’ STEP program will promote the science focus with the After-school computer science club. This partnership is an addition to our current 9th grade Homework help and enrichment program sponsored by SoBRO and the after-school and Saturday enrichment program sponsored by TRiO and the ACA’s after school tutoring and enrichment programs. This will address the developing rating for QR indicators 1.3, 1.4, and 3.4 setting high expectations and reallocating instructional resources to increase student performance.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Astor's goal is to Increase student participation by 3% in any of the after-school programs each term through an analysis of student attendance sheets. This will be determined by the number of 9th graders who register in SoBRO and Hostos' STEP program for the 2015-16 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Recruit teachers to run after-school activities</p>	<p>9th -12th</p>	<p>Throughout the year</p>	<p>After-School and Enrichment Program Assistant Principal</p>
<p>Promote activities using morning announcements, sending letters home and advertising using school website.</p>	<p>9th-12th grade</p>	<p>Throughout the year</p>	<p>After-School and Enrichment Program Assistant Principal</p>

Phone messenger will be used to send out automatic messages in multiple languages to inform parents of after school activities. The after-school activity calendar will be posted in the school's website and will be included as part of the documents to be shared at Parent-teacher conferences. In addition, copies of the schedule will be available in the main office for all visitors to have.	9th-12th grade	Throughout the year	After-School and Enrichment Program Assistant Principal
The Guidance team will facilitate multiple parent workshops during parent meetings, SLT and parent-teacher conferences.	9th-12th grade	Throughout the year	Assistant Principal and Guidance Counselors

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Outreach will be done during the 75 minutes of parent outreach every Tuesday and during circular 6 assignments. Resources and supplies will be purchased using SWP lines.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The success of these programs will be monitored using student sign-in sheets for each activity planned. The after-school program Assistant Principal will review monthly attendance records to ensure that by the end of January 2016 we will increase after-school program attendance by 1%.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<p>According to the 2014-15 Quality Review report, emerging inquiry practices and teacher collaborations are beginning to improve instruction school wide.</p> <p>The majority of the teachers participate in structured collaborations designed to analyze student work. This year's focus will be to use specific data and student assessment to inform instruction.</p> <p>Teachers will have the opportunity to participate in more frequent professional development through weekly teacher team meetings and with the support of curriculum pilot programs including attending professional development workshops part of the NV pilot programs, a2i and APEX. The increase in teacher participation of teacher teams to improve instruction will improve the 4.2 QR developing rating.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Improvement in teacher effectiveness will be measured using the Danielson rubric of 3b, 3c and 3d to increase ineffective and developing scores to effective by 3% by June 2016.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Teacher weekly meetings for collaboration and sharing of effective practices</p>	<p>All teachers</p>	<p>SY 2015-16</p>	<p>Administration, lead teachers and curriculum pilot program facilitators</p>
<p>Teachers will use multiple data sources (Regents results, MOSL, classroom student work) to inform discussion during teacher meetings</p>	<p>Inquiry team teachers</p>	<p>SY 2015-16</p>	<p>Administration and teachers</p>
<p>Using Tuesday "outreach day" to invite parents to teacher team meetings</p>	<p>Parents of at-risk students</p>	<p>SY 2015-16</p>	<p>Inquiry team members</p>
<p>Special Education and LAP Team members analysis multiple data sources (NYSESLAT report, Scantron,</p>	<p>Special Education and TESOL licensed teachers</p>	<p>SY 2015-16</p>	<p>Administration, teachers</p>

Achieve 3000, etc) regarding ELLs and Special Education student performance.			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional resources (books, educational software) and consultants will be used to meet this goal.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By the end of January 2016, 5 teachers' scores will reflect a move from ineffective/ developing to effective in domain 3 of Danielson.											
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>The 2014-15 Framework for Great School report rated the Principal leadership at 83 and Principal Instructional leadership at 85.</p> <p>To address this need, an observation schedule and post observation schedule will be planned to Increase teacher observation feedback in a timely manner as a means of improving teacher practice and enriching the Professional Development calendar.</p>		

Part 2 – Annual Goal

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>All teacher observations and final evaluation will be completed by June 26, 2016 and 100% teacher feedback will be shared with teachers within two weeks of each observation.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Set and follow a monthly observation calendar. Conduct post-observation meetings within mandated contract time.</p>	<p>teachers</p>	<p>SY 2015-16</p>	<p>Administration</p>
<p>Conclude IPCs by no later than September 25, 2015</p>	<p>teachers</p>	<p>9/25/2015</p>	<p>Principal</p>
<p>Draft PD agenda to address instructional concerns and increase teacher effectiveness as a result of monthly observation report review</p>	<p>teachers</p>	<p>6/9/2016</p>	<p>Principal</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Priority/Focus funding source will be used to purchase resources, attend workshops and hire consultants											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
To increase teacher effectiveness through frequent and timely observation feedback. One hundred percent of the teachers will have a minimum of 2 observations completed by the end of December 2015; 100% of the teachers will be observed a minimum of two times by December 14, 2015 with post observations done for all first observations. To increase teacher effectiveness through frequent and timely observation feedback. One hundred percent of the teachers will have a minimum of 2 observations completed by the end of December 2015; 100% of the teachers will be observed a minimum of two times by December 14, 2015 with post observations done for all first observations.
The first semester progress will be analyzed the week of 1/25/2016. Its findings will be shared with staff on 2/1/2016. A second analysis will be done the week of 6/20/2016. Its results will be shared with staff on 6/28/2016.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>The 2014-15 parent meeting sign in sheets for multiple parent meetings revealed low parent participation.</p> <p>To address this finding, the Parent Coordinator will play an instrumental role in disseminating information to the school community (parents, staff and students) by sending letters homes, posting critical information on the school’s website and scheduling monthly parent meetings. The Coordinator of Student affairs will assist in disseminating information to students and staff.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>To Increase parent access to and usage of Datacations by 3% as an additional means of parental involvement in student progress.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>School based data reports</p>	<p>Parents</p>	<p>SY 2015-16</p>	<p>Parent Coordinator, Guidance Counselors and Grade advisers</p>
<p>Administration will strongly monitor teacher anecdotal</p>	<p>Teachers</p>	<p>SY 2015-16</p>	<p>Administration</p>
<p>Sped Ed and ELLs participate in workshops related to IEPs, related services and language acquisition</p>	<p>Parents</p>	<p>SY 2015-16</p>	<p>Parent Coordinator and Guidance counselors</p>
<p>Parents will receive workshops</p>	<p>Parents</p>	<p>SY 2015-16</p>	<p>Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teacher and parent Datacations workshops will be provided by the Parent Coordinator to parents and facilitators. Teacher training will occur during contractually scheduled PD time, parent meetings will occur after school.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Parent sign in sheets and Datacations access will be analyzed to assess progress in meeting this goal. We will see a 1% increase of parent usage of Datacations by January 2016. The Mid-point will be analyzed on 11/10/15, 1/19/16, 4/1/16, 6/20/16										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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)	Teacher recommendation, State exam scores and transcript review	Achieve 3000 and Kurzweil, Freshman and sophomore writing classes, ELA prep classes	Small group	During the day and after-school
Mathematics	Teacher recommendation, State exam scores and transcript review	A2i teaching strategy, math lab class, algebra and geometry common core prep classes	Small group	During the day and after-school
Science	Teacher recommendation, State exam scores and transcript review	Living Environment and Earth science curriculum pilot strategies, prep classes	small group	During the day, after-school and Saturdays
Social Studies	Teacher recommendation, State exam scores and transcript review	Global and US curriculum pilot strategies, Prep classes	Small group	During the day and after-school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance intervention, Peer mediation and monthly workshops	Guidance curriculum	Small group	During the day and after school

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- 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

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.

The hiring committee and administrations will attend hiring fairs, provide mentors to new and developing teachers, and provide targeted professional development opportunities.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

Highly qualified teachers have been identified as Model Teachers and have received support to share effective instructional practices by inter-visitation, leading department and grade team meetings and designing professional development activities and workshops.

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/information, early intervention services, etc.).

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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.

Expand the role of the Academic Policy Team to include the review of school wide assessment and the presentation of findings to staff during teacher team meetings.

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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	462,601.00	x	5A, 5B, 5C, 5E
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	88,693	x	
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,652,103.00	x	5A, 5B, 5C, 5E

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):** To 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:** To 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 an 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 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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)

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. Astor Collegiate Academy, 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. Astor Collegiate Academy will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, 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)

Astor Collegiate Academy , 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 on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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: <u>Astor Collegiate Academy</u>	DBN: <u>11X299</u>
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: <u>28</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

Astor Collegiate Academy is a high school located in the Bronx with a student population of 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 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

Part B: Direct Instruction Supplemental Program Information

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
- 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

Part C: Professional Development

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

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 	_____	_____
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	=====	=====

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 00	Borough Bronx	School Number 299
School Name Astor Collegiate Academy		

B. Language Allocation Policy Team Composition

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

Principal Sandra Burgos	Assistant Principal George Cherry
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Nevia Pupazan	School Counselor Ethan Insel
Teacher/Subject Area Peter Zellen/ELA	Parent
Teacher/Subject Area Candra McKenzie/ESL/English	Parent Coordinator Lisa Cooke
Related-Service Provider Judith De Jesus	Borough Field Support Center Staff Member type here
Superintendent Juan Mendez	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	Total number of ELLs	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	15
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	10	Long-Term (ELLs receiving service 7 or more years)	7

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL											0
ENL	3	0	1	10	2	8	7	0	7		0
Total	0	0	0	0	0	0	0	0	0		0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

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	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New 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										11	9	1	0	0
Chinese														0
Russian										1				0
Bengali														0
Urdu										1				0
Arabic										1				0
Haitian														0
French														0
Korean											0			0
Punjabi														0
Polish														0
Albanian														0
Other PI											1			0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										1				0
Emerging (Low Intermediate)										5	1			0
Transitioning (High Intermediate)										2				0
Expanding (Advanced)										4	5	1		0
Commanding (Proficient)										1	5			0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total												1	1	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										2	1	5		0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	6	0	3	0
Integrated Algebra/CC Algebra	13	0	5	0
Geometry/CC Algebra		0		0
Algebra 2/Trigonometry		0		0
Math _____		0		0
Chemistry		0		0
Earth Science		0		0
Living Environment	9	0	2	0
Physics		0		0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	6	0	4	0
Geography		0		0
US History and Government		0	0	0
LOTE		3		
Government		0		0
Other _____		0		0
Other _____		0		0
NYSAA ELA		0		0
NYSAA Mathematics		0		0
NYSAA Social Studies		0		0
NYSAA Science		0		0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Astor uses the NYSITEL in Spanish, ELL Periodic Assessment and teacher-generated placement exams to determine literacy levels in native language and measure language acquisition progress of the new language. Results revealed that the majority of the ELLs whose first language is Spanish are literate in that language (excluding ELLs with IEPs). The other languages are yet to be measured. Assessment of ELL literacy skills will be used to inform new instructional strategies such as scaffolding, lesson entry points, differentiation in student engagement and assessment.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
According to the 2015 NYSITEL data, one student scored commanding and the other tested beginning and is eligible to take the 2016 NYSESLAT. Both students are programmed in accordance with the revised CR Part 154.
The 2015 NYSESLAT data shows that that of 23 students who were listed to sit for the NYSESLAT, 5 students tested commanding from beginning; 4 students moved from intermediate to expanding; 1 student tested transitional from beginning, 3 students, transitioning and 1 student moved to expanding from advanced. The predominant movement of ELLs was generally from either Beginning to Commanding or from Intermediate to Expanding. Across grade levels the majority of grade 9 students moved from Beginning to Emerging and 10th graders from Intermediate to Expanding.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Mindful of the benchmarks set by NYSED, Astor Collegiate Academy uses information about AMAO to analyze student achievement data in core content areas. The data from the AMAO tool enables the school to track under credited and at risk students for lower academic achievement. The data reveal the following: The predominant home language is Spanish; ELLs performed better in direct ENL skill acquisition than in the use of ENL for content area progress; ELL subgroups comprising student with disabilities and SIFE require longer years of ELL service; NYSESLAT proficiency was achieved across grade levels including entering ninth graders. Comparative AMAO 1 /AMAO 2 data for ELA/math performance and progress was not feasible because the AMAO 1 fields were not populated. 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.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

The pattern across proficiencies is that most of current ELLs are entering students. A noticeable trend is that four ELLs who took both the ELA regents and the Spanish LOTE passed the latter and failed the former. It could not be generally verified how students are performing in tests taken in English as compared to the native language because most of the students tend to reject the native language tests.

b. The results of Periodic Assessments are usually analyzed in grade team and LAP committee meetings. Trends are identified, results from students who are beginning to become stagnant in their language acquisition are conferenced and students overall performance are observed in classrooms.

c. Results also revealed that content vocabulary needs to be strengthened. ELLs also lack exposure to American culture. Content area teachers are internalizing that they need to teach vocabulary and correct writing as they assess content knowledge. To ensure students understand and retain content, the ENL teachers used content based materials to teach language in ENL 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]

Paste response to question here: N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?

Paste response to question here: The ELLs second language development is paramount as this is considered in all instructional decisions. Trends in exams results have indicated that ELLs struggle with reading, writing and vocabulary. As a result, teachers are taken through how to teach vocabulary, reading and writing in all content areas. Also, they are made to attend PDs both in school and throughout the city just to keep them in line with modern trends such as aligning lessons to NYS Common Core Standards and differentiating lessons for ELLs.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Paste response to questions here: N/A

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

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. School data 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The ELL Identification process consists of the following four steps:

1. A certified TESOL teacher administers the HLIS to determine the student's home language. The home language is determined based on the results of the HLIS based on an interview with the parent and student in English and the home language. The home language is determined based on a combination of the interviews with the parent and student and the responses to the questions on the HLIS. over the phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. The completed HLIS forms are placed

in the student's cumulative folder. If the student's home language is English, the ELL identification process terminates at this step.

2. NYSITEL ELIGIBILITY

For students whose home language is not English, the school conducts a more in-depth interview with the student, review student work, if available, review the student IEP if applicable in order to determine NYSITEL eligibility. If a student is ineligible to take the NYSITEL, the ELL identification Process terminates at this step. NYSITEL eligibility for students entering school with an IEP is based on the determination of a local Language Proficiency Team (LPT). The recommendation of the LPT is either accepted or rejected by the Principal. The final decision must be communicated with the parent within 30 school days of the decision in the parent's/guardian preferred language.

3. ADMINISTRATION OF NYSITEL

The NYSITEL answer documents are printed using the RLBA function in ATS and scanned into ATS within 10 school days of enrollment. Within 5 school days of ELL determination, parents are informed of the results of the NYSITEL and ELL status via parent notification letters. Dated and signed letters are placed in the students's cumulative folders.

4. ADMINISTRATION OF THE SPANISH LAB

During the same 10-day testing window, the Spanish Lab is administered at the time of initial enrollment or reenrollment to all new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITEL results.

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 forms not included in the cumulative folder. 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 ENL 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Test for NYSITEL eligibility

Administer the oral interview questionnaire to identify students who have attended schools in the United States for less than twelve months, are two or more years below grade level in home language literacy and or two or more years below grade level in mathematics. For students who have a home language of Arabic, Bengali, Chinese, Haitian creole or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

An initial SIFE determination must be completed within 30 school days from the initial enrollment. Identifying SIFE status begins at the time of completion of the HLIS when the parent is asked to indicate prior schooling. SIFE identification follows that of ELLs. Where there are indications of an interruption or inconsistency in a student's formal schooling, the following SIFE Identification Process is followed:

Newly identified ELLs, and

In grades 3 to 9, and

at the beginner/entering or low intermediate/emerging level of proficiency as indicated by the NYSITEL results.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

The ELL Identification process for newly enrolled students with IEPs consists of the following steps that must be completed within 20 school days: A certified TESOL teacher administers the HLIS to determine the student's home language. The home language is determined based on the results of the HLIS based on an interview with the parent and student in English and the home language. The home language is determined based on a combination of the interviews with the parent and student and the responses to the questions on the HLIS. Over the phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. The completed HLIS forms are placed in the student's cumulative folder. If the student's home language is English, the ELL identification process terminates at this step.

For students whose home language is not English, the school conducts a more in-depth interview with the student, review student work, if available, review the student IEP if applicable in order to determine NYSITEL eligibility. If a student is ineligible to take the NYSITEL, the ELL identification Process terminates at this step. NYSITEL eligibility for students entering school with an IEP is based on the determination of a local Language Proficiency Team (LPT). The recommendation of the LPT is either accepted or rejected by the Principal. The final decision must be communicated with the parent within 30 school days of the decision in the parent's/guardian preferred language.

The LPT comprises : Certified ENL teacher; Certified SWD teacher; Certified content area teacher and Assistant Principal.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
- Whether the entering ELL is new to the school and/or country, parents and guardians are sent entitlement and placement letters in their preferred languages 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 students' cumulative folders in the Guidance office. 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 how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
- The School conducts the ELL Identification Process for first time entry or reentry of ELL student
- The ELL Compliance Officer notifies parents in writing and/or preferred language that they have a right to appeal student's ELL status within 45 days of enrollment
- School responds to ELL Re-identification Process request from any of the following: a student's parent/guardian; a student's teacher, with written consent from the student's parent/guardian and a student 18 years of age or older.
- Copies of all correspondence form part of the student's permanent records and kept in the respective cumulative folders at the Guidance Office.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
- The ELL coordinator, Parent Coordinator and Guidance Counselor 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. Over the phone translation services will be made available to parent/guardian. Upon completion of the interview and review of the HLIS, the assistant principal or the ELL coordinator will determine if the NYSITEL and/or Revised Spanish Lab need to be administered. Parents or guardians are invited to watch the parent orientation video (in their preferred language) 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. The counselors on the other hand create programs for the new ELLs. Spanish speaking ELLs will also take the Spanish Lab to determine native language skills. This process takes place within ten days of the new student's registration. Parents receive all the information in English and their preferred language. The Translation and Interpretation Unit is used to translate and interpret any information to our non-English speaking parents and guardians.:
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- Parent survey and program selection forms inventory are discussed at LAP meetings
- The ELL Coordinator and Parent Coordinator are responsible for the monitoring, distribution and return of entitlement letters, program selection forms status and showing of parent orientation video.
- Copies of all forms are placed in the students' cumulative folders in the Guidance Office
- The ELL Coordinator and Parent Coordinator mail letters in parents' preferred language and make follow up phone calls to ensure that forms are returned.
- After parents have selected their choice of ELL program, they are then informed of what program(s) that the school offers. If parents choose a program that the school does not currently offer, records are kept in order to notify parents if/when the program choice becomes available.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- Parent survey and program selection forms inventory are discussed in LAP meetings
- The ELL Coordinator and Parent Coordinator are responsible for monitoring, distributing and returning of entitlement letters, program selection forms status and showing of parent orientation video. During the orientation, parents are instructed that that the completed and signed survey and selection forms must be returned within 5 school calendar days.
- Copies of all forms are kept in the ESL/Assistant Principal Office
- The ELL Coordinator and Parent Coordinator make follow up phone calls to ensure that forms are returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
- During the orientation, parents are instructed that that the completed and signed survey and selection forms must be returned within 5 school calendar
- Placement notification letters in parents' preferred language are sent to parents by mail and bag-packed with students
- The Parent Coordinator verifies delivery with student and receipt by parent via follow phone calls
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- School maintains a dedicated filing cabinet for all ELL documentation in the office of the Assistant Principal who supervises ESL

11. 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.

Parents are always informed of how important it is for their students to take the NYSESLAT during the testing period. 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 during four days; however two make-up days are scheduled in order to provide make-up opportunities for students who might miss a test due to circumstances beyond their control.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Continued entitlement and transitional support parent notification letters are discussed as inventory items at LAP meetings. The ESL Coordinator reports on the status of the above.

Where necessary the ESL Coordinator and the Parents Coordinator make follow up phone calls in parents preferred language.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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 on registering their child in a transitional bilingual program will receive a list of schools that offer such a program. The counselors will then assist the parent or guardian in securing a seat in one of the schools listed.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

Astor complies with CR Part 154.2 by offering ELLs, based on their respective English proficiency level, a combination of freestanding ENL and Integrated ENL instruction.

Based on the 2015 NYSESLAT results, students are identified as EN(1), EM(4), TR(3) AND EX(11).

ELLs at Astor benefit from a combination of self-contained(only ninth grade) and collaborative teaching model of instruction. Ninth grade ELLs are programmed in self-contained ESL classes based on their IEP's, NYSITEL and NYSESLAT scores respectively. Entering level students receive three units of study per week including stand alone ENL and ENL/ELA. Emerging level ELLs receive 2 units, Transitioning receive 1 unit; Expanding level ELLs receive 1 unit of ENL. Commanding students (.5 unit) continue to receive services for an additional two years. Regents analysis revealed ELLs perform lower than their counterparts due to lack of content vocabulary and poor writing skills. Currently, Astor uses a blocked programming with minor sections for ELLs. ELLs are separated from their general education counterparts in ELA and Spanish. While beginning level ELLs are in their ENL 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 Spanish language skills, ELLs are also placed in different level of Spanish. Such program ensures that all ELLs receive their mandated ENL instructional number of minutes as revealed from their Lab-R or NYSESLAT res subjects within an ENL and ENL content area class. Teachers tap in to prior knowledge and experiences to scaffold instruction.

Newcomers are paired with a buddy ENL students or staff member who share same culture and native language to assist in the acclimatization to school life in the U.S. They are also strongly encouraged to participate in the ENL tutoring during day

and after-school programs. Notification flyers and letters advising students and parents about the after-school and intervention programs available are distributed and posted around the school in English and students' native languages. Communication in the school is mainly in English and the native languages of the ELLs. Potential Long term ELLs are targeted by the respective grade inquiry team. Their student work are analyzed both by licensed TESOL and content area teachers. Needs of improvements are identified during our weekly grade team meeting and strategies are developed and implemented in order improve student outcome and prevent them from becoming long term ELLs. Long term ELLs and SIFE are strongly encouraged to attend day-time and after-school tutoring. To ensure ELL address their academic needs and meet graduation requirements, day-time tutoring has been programmed within day school. Students can take advantage of this program by attending tutoring session during their lunch periods twice a week. In addition, LTE are programmed in a writing skills classes and math applications class to support their ELA/ESL and math applications classes through-out the day. Both LTE and SIFE participate in the credit recovery program.

Special Education ELLs receive services mandated by their Individualized Education Plan. They receive ESL services as stated by their IEPs. Newly English proficient ELLs benefit from the following transition services; testing accommodations for the next two years, day and after-school tutoring, Regents prep classes and Saturday school (if needed). All ELLs benefit from English writing and math applications classes to help them meet AYP in the ELL category in ELA and math.

The success of our students depends on the open communication between our school and their homes. Parent meetings are held through-out the year to inform parents of achievements and concerns. Parents receive school information in our most commonly used native language (Spanish). Phone calls are sent in multiple languages whenever possible. The Translation and Interpretation Unit has been and will continue to be used to translate and interpret any information to our non-English speaking parents and guardians. Parents/ guardians are also invited to participate in School Leadership Team and Parent Association meetings. Through-out these out-reach and teams, Astor is able to evaluate the needs of parents, their students and the school.

In house professional development has been and will continue to be provided for content area teachers teaching ELLs. These teachers are strongly encouraged to attend workshops related to ELL strategies and techniques offered by the NYC Department of Education and outside agencies. Content area teachers who teach ELLs have been and will continue to be strongly encouraged to obtain an ENL extension license.

stions here:

b. TBE program. *If applicable.*

Paste response to questions here: N/A

c. DL program. *If applicable.*

Paste response to questions here: N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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 ENL instruction, emerging, 360 mins; Transitioning, 180 mins; expanding, 180 mins and Commanding, .5 units of study per week.

3. Describe how core content is delivered in each program model. 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.

Astor complies with CR Part 154.2 by offering ELLs, based on their respective English proficiency level, a combination of freestanding ENL and Integrated ENL instruction.

Based on the 2015 NYSESLAT results, students are identified as EN(1), EM(4), TR(3) AND EX(11).

ELLs at Astor benefit from a combination of self-contained(only ninth grade) and collaborative teaching model of instruction. Ninth grade ELLs are programmed in self-contained ESL classes based on their IEP's, NYSITEL and NYSESLAT scores respectively. Entering level students receive three units of study per week including stand alone ENL and ENL/ELA. Emerging level ELLs receive 2 units, Transitioning receive 1 unit; Expanding level ELLs receive 1 unit of ENL Commanding students (.5 unit) continue to receive services for an additional two years. Regents analysis revealed ELLs perform lower than their counterparts due to lack of content vocabulary and poor writing skills. Currently, Astor uses are blocked programming with minor sections for ELLs. ELLs are separated from their general education counterparts in ELA and Spanish. While beginning level ELLs are in their ENL 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 Spanish language skills, ELLs are also placed in different level of Spanish. Such program ensures that all ELLs receive their mandated ENL instructional number of minutes as revealed from their Lab-R or NYSESLAT results.

3. Delivery of the core content is guided by the school's instructional focus: LITERACY ACROSS CONTENT AREAS. and the use of common Core instructional strategies such as Socratic Seminars. Academic language is developed in all academic subjects and

writing skills are bolstered in our ENL/Introduction to Writing classes. As a result, intermediate and advanced level ELLs participate in a writing skills class to support academic writing in all classes. Technical and academic terms are also an integral part of vocabulary building. Emphasis is placed on tier words in each subject to better develop writing pieces. Both vocabulary and writing structures are used to describe features and systems of subjects within an ENL and ENL content area class. 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 ENL and ENL content area class. Teachers tap into prior knowledge and experiences to scaffold new materials. Technology is an important part of the ENL 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 home languages throughout the year?

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 reveal 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?

Throughout the year Astor's students are evaluated in all four modalities of English through NYSITEL, 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status
 - 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 acclimatization of school life in the U.S. They are also strongly encouraged to participate in the ENL 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/ENL and math applications classes through-out the day. The LTEs also participate in the credit recovery program.
 - e. New 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The Principal reviews the Re-identification process.

The Principal consults with a qualified staff member in the school, the parent/guardian and the student

Chart The Principal will provide additional support services if all constituencies consulted believe that student may have been adversely affected

8. 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?

Special Education ELLs receive services mandated by 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.

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

As a small school, scheduling continues to pose challenges; 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.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

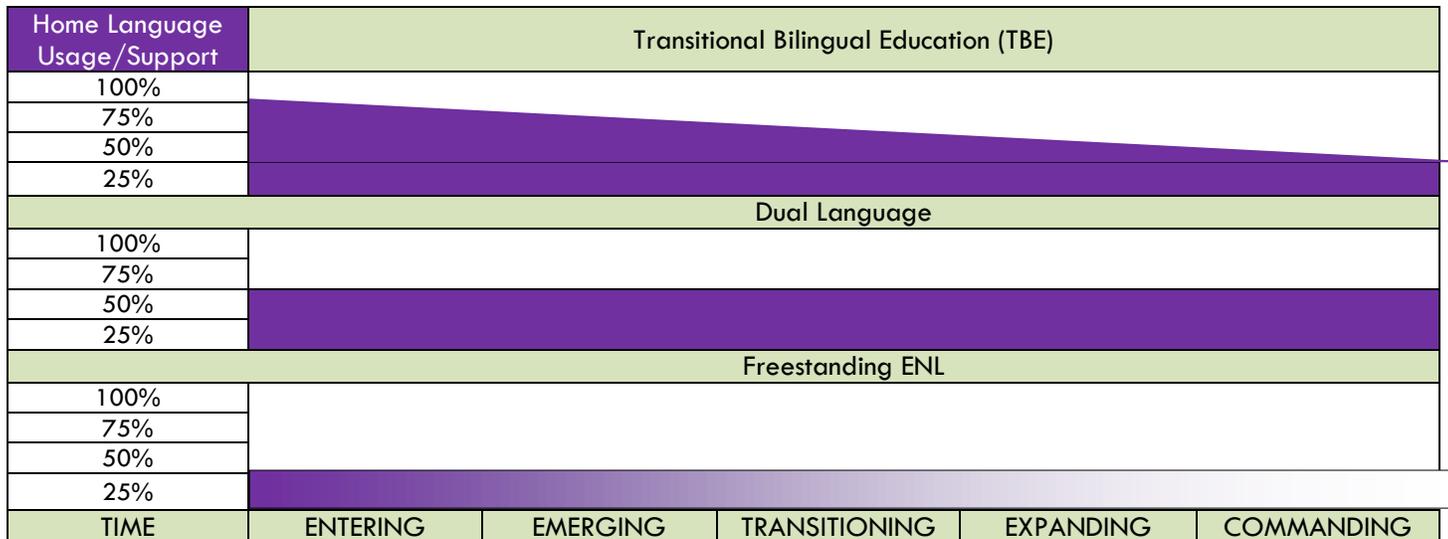


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
- 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.
11. 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 2015 NYSESLAT results, significant ELL movement was from Beginning to Emerging and Transitioning to Expanding between the ninth and tenth grade level. 10 students tested out. Also, Regents results indicate that 3 of six sitting ELLs passed the NYS ELA Regents, 2 of 9 passed Science, 3 of 13 passed Math and 4 of 6 passed Global History.
12. What new programs or improvements will be considered for the upcoming school year?
- 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.
13. What programs/services for ELLs will be discontinued and why?
- Paste response to question here: N/A
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core 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 have access to the ACA Resource Room for literacy skill building, regents' prep, Castle learning computer program for content reinforcement and concept mastery and curriculum support education sites. They also use Castle Learning Online for content practice, self-assessment and reinforcement.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- 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. We adhere strictly to the mandates of CR-Part 154: Beginners receive-540 mins; Low Intermediate-360 mins; 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. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- We adhere strictly to the mandates of the revised CR-Part 154: Beginners receive-540 mins; Low Intermediate-360 mins; Transitioning - 180 mins; Expanding - 180 mins and Commanding - .5 units per week. In addition to the ESL classes, they are also programmed in their appropriate core content classes based on age and grade levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
- New ELLs are encouraged to participate in the summer Bridge Program, which helps to acclimatize them to the academic culture of the school. Newly admitted students are also shown around the school by either the guidance counselor, parent coordinator or the Assistant Principal. They are assigned to buddies and other staff who will help them settle down in their new environment.
19. What language electives are offered to ELLs?
- Astor offers Spanish and Intensive English Writing elective courses.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here: N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional development is on-going throughout the year for all staff working with the ELLs at Astor. This includes the school secretaries, the Assistant Principals, guidance counselors, ENL teachers and all content area teachers. ELL teachers are made to attend various PDs that address literacy and Common Core practices across content areas, notably meeting the literacy needs of ELLs, A2I(math) differentiation techniques and Using Socratic Seminars effectively across classrooms.
PROFESSIONAL DEVELOPMENT PLAN
TOPICS: Flexible based on teacher instructional needs
TIME: Mondays, 2:38 - 3:38 PM
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

2. Professional development at Astor is multi-faceted. ESL licensed teachers participate in numerous workshops offered by BETAC, Network , 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. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
: Middle school students receive the first orientation during the open house activities initiated by the Guidance staff and are further encouraged to attend Astor's Summer Bridge Program as an orientation to school academic culture.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
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". The dually-certified ENL teacher shares instructional strategies, such as effective Socratic seminar techniques that help ELLs become proficient in the four modalities of ENL instruction, best practices for co-teaching strategies, language acquisition in alignment with core content area instruction and content area instruction for English language learners. The LAP Team members engage staff in power point presentations on ELL demographics and compliance protocols mandated by the revised CR Part 154. PD attendance records and agendas kept on file by the Assistant Principal.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The success of our students depends on the open communication between our school and their homes. The Assistant Principal and the Parent Coordinator will schedule individual parent meeting following the results of the first marking period and the New York City Periodic assessment. Individual parents will meet with the respective Guidance Counselor, ENL Teachers and content area teachers to discuss, the goals of the Program, ELL student language development progress, language proficiency assessment results and language development needs in the respective content areas. Individual parent meetings are held f The ENL staff, parent coordinator and Administration will share with parents the goals of the program, student progress, assessment results and student needs. the Language and Interpretation Unit will be outreached to ensure that parents are addressed in their preferred language.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Each ELL student is given a file with a check list for mandatory records that are inventoried at LAP meetings.

Parents are accommodated in their preferred language for the following outreach initiatives: in person meetings, phone calls, letters, parent orientation video, parent survey and program selection form, placement and entitlement forms.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parents/ guardians are also invited to participate in School Leadership Team and Parent Association meetings and to serve as chaperones during school trips. The Parent Coordinator offers regular workshops to train parents in the use of Skedula and basic computer literacy. The Language and Interpretation Unit is always used where needed to offer translation services to parents in their native language.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Astor Collegiate Academy is in partnership with TriO and SoBro to help students acclimatize 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 students are performing in school. Teachers sometimes send notification letters or e-mails home.

5. How do you evaluate the needs of the parents?

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 students are performing in school. Teachers sometimes send notification letters or e-mails home.

6. How do your parental involvement activities address the needs of the parents?

The Parent Coordinator serves the parent's representative at the school and the first contact for parents when they visit school. the Parent Coordinator informs and educates parents by offering the following parent initiatives throughout the school year: Participation will bolster parents confidence and understanding of their student's academic journey.

Parents will be empowered through training to monitor student progress and reinforce school work ethic.

Meetings with parents always include the services of the translation and Interpretation Unit to ensure that parents can communicate in their preferred languages.

D. Additional Information

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

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sandra Burgos	Principal		10/28/15
George Cherry	Assistant Principal		10/28/15
Lisa Cooke	Parent Coordinator		10/28/15
Nevia Pupazan	ENL/Bilingual Teacher		10/28/15
	Parent		10/28/15
Peter Zellen/ELA	Teacher/Subject Area		10/28/15
Candra McKenzie	Teacher/Subject Area		10/28/15
	Coach		10/28/15
	Coach		10/28/15
Ethan Insel	School Counselor		10/28/15
	Superintendent		10/28/15
	Borough Field Support Center Staff Member _____		10/28/15
	Other _____		10/28/15
	Other _____		10/28/15
	Other _____		10/28/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 11x299 **School Name: Astor Collegiate Academy**
Superintendent: Juan Mendez

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish,Urdu, Russian,and Arabic

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Student handbook, PSAT and SAT notifications, school calendar, permission forms, parent-teacher conference announcements, city and state assessment announcements, academic notifications

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent Teacher Conferences -
PTA meetings -
Grade Team Meeting -
Guidance Academic conference -
Financial Aid Meeting -
Individual student progress conferences

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Translation and Interpretation Service is shared with teachers at faculty and department meetings, via informational emails and posted documents on the school's google docs.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The campus security desk and the Astor Parent Coordinator's office (main office) will feature welcome posters that tell parents that "We Speak Your Language". The Parent Coordinator notifies parents that interpretation services are available in their preferred language. The Parent Coordinator makes available informative materials to parents on the availability of translation and interpretation services.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent coordinator outreach meetings, training workshops and parent surveys and parent association meetings will be used to capture parents' input and general feedback on the quality and availability of services for ELLs.