



[ACADEMY OF FINANCE AND ENTERPRISE]

**2008-09
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: (DISTRICT: 24/ BOROUGH: Q / NUMBER : 264)
ADDRESS: 30-20 THOMSON AVENUE, LIC, NY 11101
TELEPHONE: 718-389-3623
FAX: 718-389-3724**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 264 **SCHOOL NAME:** Academy of Finance and Enterprise

DISTRICT: 24 **SSO NAME/NETWORK #:** ICILSO/16

SCHOOL ADDRESS: 30-20 Thomson Avenue, LIC, NY 11101

SCHOOL TELEPHONE: 718-389-3623 **FAX:** 718-389-3724

SCHOOL CONTACT PERSON: Gilberto Vega **EMAIL ADDRESS:** GVega3@school
s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Gilberto Vega

PRINCIPAL

Gilberto Vega

UFT CHAPTER LEADER

Evelyn Velis

**PARENTS' ASSOCIATION
PRESIDENT**

Evelyn Lowmark

STUDENT REPRESENTATIVE
(Required for high schools)

Mohammed Alam

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT**

Doris Unger

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Gilberto Vega	*Principal or Designee	
Evelyn Velis	*UFT Chapter Chairperson or Designee	
Evelyn Lowmark	*PA/PTA President or Designated Co-President	
Richard Cardy	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Mohammed Alam	Student Representative, if applicable	
Lorenzo Anoba	Teacher	
Julianne Lavallee	Teacher	
Kerry Doyle	Teacher	
Deborah Preudhomme	Parent	
Joyce Brimfield	Parent	
Stephanie Sabeerin	Student	
Atul Kapoor	Student	

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The mission of the Academy of Finance and Enterprise, is to provide each child with an academic, business and technology-based education that develops skills in leadership, innovative thinking, and problem solving, and allows him/her to become a respectful and successful member of a continually evolving global community. This is accomplished through high-quality instruction, which combines academic and specialized courses in business finance and technology that will be enriched with mentoring, job shadowing, service learning, paid internships and international travel opportunities.

At *The Academy of Finance and Enterprise*, students create and manage a real business and thus gain an understanding of how their academic study will prepare them to succeed in the world after high school. Every child's special abilities and interests result in creating a rich school environment. By recognizing each student's academic and social strengths, our unique school has flourished. Students are viewed as partners in developing their educational experiences and work with peers and teachers to achieve excellence.

Our school is fortunate to have a number of partners who are committed to ensuring that every child's high school career is filled with rich academic experiences. We recognize and are grateful of our partners and members of *The Academy of Finance and Enterprise* family.

As a result of our rich and varied partnerships, every student is exposed to the following opportunities:

- The National Academy Foundation (NAF) is the lead partner and provides a myriad of opportunities including paid internships, classroom speakers, curriculum materials and professional development for teachers.
- Virtual Enterprises International provides students with the opportunity to run a simulated business, interact with the global community of simulated firms, and engage in travel to do business with these firms. VE is a nationally recognized model of applied learning in the areas of business, entrepreneurship, economics, finance and career education.
- The New York City Academy of Finance Advisory Board exposes students to the finest educational experiences in the world of finance through scholarships, paid internships, college courses, and mentoring. Teachers provide professional development to enhance instruction.
- Yankelevich Educational Services (Y.E.S.) assists in the development of a Student Advisory Program that supports student academic, social and emotional growth. Y.E.S. will create an Intergenerational Program that will link the Student Advisory Program with the School for Parents by involving parents and children in classes and workshops of mutual interest and benefit.
- One World Educational Services (OWESC) provides college options for students based on their abilities, strengths and goals. Students will be advised of no cost SAT programs and assistance given with all phases of the college application process.
- Junior Achievement provides support through job shadowing, corporate volunteers, and participation in a variety of business programs.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Academy of Finance and Enterprise				
District:	24	DBN #:	24Q264	School BEDS Code #:	342400011264

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	0	0	0		92.8	92.2	92.9		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Mobility:					
Grade 2	0	0	0	(% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	0	0	0		91.4	88.0	94.2		
Grade 4	0	0	0						
Grade 5	0	0	0	Eligible for Free Lunch:					
Grade 6	0	0	0	(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	0	0	0		56.1	57.9	55.9		
Grade 8	0	0	0						
Grade 9	108	123	132	Students in Temporary Housing:					
Grade 10	0	90	111	(Total Number as of June 30)	2006	2007	2008		
Grade 11	0	0	88		0	1	1		
Grade 12	0	0	0						
Ungraded Elementary	0	0	0	Recent Immigrants:					
Ungraded Secondary	108	213	331	(Total Number as of October 31)	2006	2007	2008		
Total	108	213	331		14	10	9		
Special Education Enrollment:				Suspensions:					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	0	0	0						
No. in Collaborative Team Teaching (CTT) Classes	0	0	7	Principal Suspensions	0	2	3		
Number all others	4	14	17	Superintendent Suspensions	1	8	24		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	108	213	332
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	18	26	33	Number of Staff:			
# ELLs with IEPs	0	0	2	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	7	12	18
				Number of Administrators and Other Professionals	1	5	6
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	0	0	0
	0	1	1				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.9	0.9	0.6	Percent more than two years teaching in this school	0.0	0.0	15.8
Black or African American	13.0	13.6	10.6	Percent more than five years teaching anywhere	57.1	23.1	42.1
Hispanic or Latino	60.2	49.8	55.3				
Asian or Native Hawaiian/Other Pacific Isl.	17.6	20.7	16.9	Percent Masters Degree or higher	86.0	77.0	74.0
White	8.3	15.0	16.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	81.8	93.5	80.6
Multi-racial							
Male	40.7	49.3	45.3				
Female	59.3	50.7	54.7				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2005-06	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/>	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/>	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	95.5
	Math:		Math:	89.8
	Science:		Grad. Rate:	N/A

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students				INS	INS	
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino				INS	INS	
Asian or Native Hawaiian/Other Pacific Islander				INS	INS	
White				INS	INS	
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient				INS	INS	
Economically Disadvantaged				INS	INS	
Student groups making AYP in each subject						

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	N/A	Overall Evaluation:	W
Overall Score	63.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	10.1	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 25% of the Overall Score)	N/A	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	47.0	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	6	Quality Statement 5: Monitor and Revise	W

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

According to the Progress Report for FY 2007-08, the percentage of students earning 10+ credits was as follows:

Percentage Earning 10+ Credits in First Year	83.1%
Percentage Earning 10+ Credits in Second Year	84.9%
Percentage Earning 10+ Credits in Third Year	81.6%
Lowest Third, Percentage Earning 10+ Credits in First Year	68.4%
Lowest Third, Percentage Earning 10+ Credits in Second Year	75.9%
Lowest Third, Percentage Earning 10+ Credits in Third Year	60.0%
Average Completion Rate for Remaining Regents	55.2%
Percentage Earning 11+ Credits, ELL	59.1%
Percentage Earning 11+ Credits, Special Education	71.7%
Percentage Earning 11+ Credits, Hispanic	49.1%

These scores represent an increase of 1.5% in 9th grade credit accumulation and 17.6% in 10th grade accumulation. However, the data shows that the populations in the 9th grade lowest third increased by 68.4%, in the 10th grade by 75.9% and in the 11th grade, by 60%. Specifically, credit accumulation by the ELL population increased 59.1%, amongst Special Education students, 71.7% and Hispanic students, 49.1%. Even though we see an increase from previous years, the numbers tend to indicate that we still have some work to do in addressing the needs of ELL students, Special Education and Hispanic students. We feel that instruction is one of the most determinant factors in ensuring student success. Particularly, we need to address the individual needs of those students through differentiated instruction.

A Review of HSST data and Aris Regents Reports shows the following:

- 16 students need the Algebra Regents (12 of them are Hispanic-75%). 8 or 50% are classified as ESL and Special Ed.
- 14 students need the Living Environment Regents (10 of them are Hispanic—71%. 4 or 28% are classified as ESL and Special Ed.
- 13 students need the Math A Regents. (8 are Hispanic-62%. 5 or 38% are ESL.
- 22 students need the Global Regents. (12 are Hispanic-55%. 10 or 45% are Special Ed. And ESL.
- 5 students need the ELA Regents. (3 are Hispanic-60%. 3 or 50% are ESL.
- 9 students need the American History Regents. (6 are Hispanic-67%, 5 or 55% are ESL.
- 36 students need the Math B Regents. 19 are Hispanic-53%.

We feel that we need to continue to work with the bottom 1/3 Hispanic population, particularly the ESL and Special Education students.

A Review of the School Environment survey results did not show significant gains between 2006-2008. Of particular concern are two areas where there was a slight decrease: Academic Expectations: 7.3 to 7.2 and Engagement: 6.2 to 6.1. This places our school in the middle of the Peer Cohort and Citywide scores. This implies that at least 50% of the schools in our Cohort and Citywide are doing better than us.

The implications of these scores outline the following:

1. An item analysis of Regents exam multiple choice and essays shows that students are having a particular problem with comprehension. We recommend that the Data Inquiry team continues its work with Literacy with emphasis in Reading and Comprehension.
2. We need to continue working on instruction by paying particular attention to the lowest one third of the Hispanic Population, as well as, the Special Education and ESL students in that range. Through differentiated instruction and the provision of Academic Intervention Services, we feel that much improvement can be done.
3. The lowest 1/3 of our school population accumulated less credits than the students who are performing at higher levels. We feel that through the support of an Academic Intervention teacher and the Guidance Counselor we can provide emotional, social and academic support needed by these students. This can be further enhanced through differentiated instructional strategies that emphasize differentiated instruction through needs based grouping.

Our biggest accomplishments last year were the Regents scores. We did better than 96% of schools citywide in ELA, Math and Science, and did better than 76% of the other schools in Global History and American History. We want to celebrate our accomplishments, and set plans to ascertain that 100% of our students graduate on time.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal No. 1: To improve the use of data to drive instruction by increasing teacher participation in the School Data Inquiry Team from 25% in 2007-2008 to 90% in 2008-2009.

Objectives:

- There will be a significant increase (5-15%) in the number of teachers who use their informal assessments in conjunction with standardized data to measure progress.
 - There will be a significant increase (5-15%) in the amount of differentiated instruction done through the daily instruction of students.

Goal No. 2: By August 2009, there will be a significant increase in academic rigor and literacy as evidenced by a 3% increase in the Global Studies and American History Regents.

.Objectives:

- There will be a significant increase (5-12%) in the amount of reading strategies observed in all classes.
- There will be a significant increase (5-12%) in tasks observed in all classes that require reading as evidenced by a review of teacher formal and informal observation reports in June 2008.
- There will be a significant increase (5-12%) in activities observed in all classes that require reading as evidenced by a review of teacher formal and informal observation reports in June 2008.

Goal No. 3: By August 2009, there will be a 3% decrease in the number of the holdover population in the 9th grade, as evidenced by an increase in credit accumulation.

Objectives:

- There will be a significant decrease (3%) in the number of holdovers as of September 2008.
- There will be a significant increase (3-10%) in the number of observations that include examples of use of differentiation through flexible grouping, variety of tasks, targeted intervention, student feedback, clear benchmarks, extended time and/or differentiated resources.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): All subjects

<p>Annual Goal No. 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the use of data to drive instruction by increasing teacher participation in the School Data Inquiry Team from 25% in 2007-2008 to 90% in 2008-2009.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Professional development will be provided to the members of the Data Inquiry Team. • Inquiry team members will turnkey information to staff in the individual departments. • Professional development will be provided to the staff on differentiated instructional strategies and tier I intervention strategies, as well as, setting and measuring student goals. • Data inquiry team laptops will be in an accessible location and monitored by data specialist. • Teachers will meet as teams (subject/grade) to set measurable goals for grades, classes and targeted students. • Teachers will implement instructional strategies in the classrooms.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • All staff members will be trained in the use of assessment tools such as ARIS and Acuity and will be able to access up to date information at any time through the development of data training center. • All staff members will effectively target the needs of identified students through Academic Intervention classes, after school program support and differentiated instructional strategies in the classrooms and during after school and Saturday programs. • Professional development will be provided to teachers through the use of Title I funds, additional support will be provided to students through the use of Contracts for Excellence allocations, Fair Student Funding and a LEG Grant.

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- Evidence of data driven instruction in the classroom during formal observations conducted monthly and informal observations conducted weekly.
- Evidence of data driven decisions in preparing lesson plans.
- Classroom visits on a weekly basis.
- Review of lesson plans on a weekly basis.
- Agendas and materials of meetings conducted on a weekly basis.
- Monthly meetings held to assess progress and set the professional agenda for future months.

ELA/All subjects

Subject/Area (where relevant):

<p>Annual Goal No. 2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August 2009, there will be a significant increase in academic rigor and literacy as evidenced by a 3% increase in the Global Studies and American History Regents.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • The inquiry team will focus on 26 at risk students to determine what reading strategies will work in helping students succeed and will share those findings with the faculty. • Reading strategies will be modeled and shared through common planning time, professional development, department and faculty conferences. • Inquiry team members and ELA teachers will be provided with 5 hours of professional development on infusing reading strategies on classroom instruction. • Teachers will review reading strategies through common planning (grade and subject) meetings.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Data Inquiry Team members will attend professional training on Literacy---Reading---Comprehension. • Data Inquiry members will turnkey training to staff at professional development meetings. • The school will schedule additional professional development during the school day. • The school will provide opportunities for common teacher planning during the school day. • The school will provide opportunities for staff intervisitation. • Staff will attend professional development sessions through the use of Title I and Fair Student Funding.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Agendas of faculty, professional and department meetings will reflect a focus on reading strategies. • Minutes of faculty, professional and department meetings will reflect a focus on reading strategies. • Review of classroom observations will indicate a focus on reading strategies. • Review of rubrics reflect an increase in classroom use. • Student portfolios will reflect student achievement in the application of reading strategies. • Individual literacy targets will be set and implemented over a period of four to six weeks. Progress will be measured through pre and post-test instruments such as ACUITY.

ALL subjects

Subject/Area (where relevant):

<p>Annual Goal No. 3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By August 2009, there will be a 3% decrease in the number of the holdover population in the 9th grade, as evidenced by an increase in credit accumulation.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • The Principal, the AP and members of the Data Inquiry Team will attend two or more professional learning opportunities for staff in differentiated instruction with assistance of LSO. • The Principal, the AP and members of the Data Inquiry Team will conduct two or more faculty meetings or study groups around the elements of differentiation. • Teachers will share best practices on differentiated instructional strategies. • Teachers will plan together during common planning time.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Budgeting for staff to attend professional development workshops in the area of differentiated instruction through the use of Title I and Fair Student Funding. • Data Inquiry Team members will attend professional training on Differentiated Instructional Strategies, e.g. flexible grouping, variety of tasks, targeted intervention, student feedback, clear benchmarks, extended time and/or differentiated resources. • Data Inquiry members will turnkey training to staff at professional development meetings. • The school will schedule additional professional development during the school day. • The school will provide opportunities for common teacher planning during the school day. • The school will provide opportunities for staff intervisitation.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Study group differentiation minutes and final work products. • Five to seven faculty, department and professional development meeting agendas. • Teacher observations and feedback illustrate efforts of differentiation. • Sample student tasks and work products. • Scholarship reports show significant (3 to 5%) increase in student performance over time. (three to nine marking periods). • Attendance at ICI scheduled institutes. • Dissemination of school-based workshop materials. • A periodic review of student performance will be done after each marking period (approximately five weeks) in order to revise and set individual student goals and academic intervention plans.

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	70	70	27	70	12	N/A	6	2
10	63	81	45	71	14	N/A	5	
11	51	53	57	40	15	N/A	5	
12	10	0	0	0	6	N/A	2	

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Wilson Program---Small Groups during AIS period (during school day) Peer Tutoring—One-to-one, After School Program Regents Prep—Small group—After School Program, Saturday Program. AIS Teacher—Small Group—Push-in during school day.
Mathematics:	Peer Tutoring—One-to-one, After School Program Regents Prep—Small group—After School Program, Saturday Program. AIS Teacher—Small Group—Push-in during school day.
Science:	Peer Tutoring—One-to-one, After School Program Regents Prep—Small group—After School Program, Saturday Program. AIS Teacher—Small Group—Push-in during school day.
Social Studies:	Peer Tutoring—One-to-one, After School Program Regents Prep—Small group—After School Program, Saturday Program. AIS Teacher—Small Group—Push-in during school day.
At-risk Services Provided by the Guidance Counselor:	Mandated Counseling—Individual and Small Group---During school day.
At-risk Services Provided by the School Psychologist:	Individual Psychological Evaluations
At-risk Services Provided by the Social Worker:	Mandated Counseling—Individual and Small Group --During school day.
At-risk Health-related Services:	Speech Therapy, Hearing—During School day.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

LAP Report 2008-09

The Academy of Finance and Enterprise has 394 students. Forty-five students (11.42%) are ELL's . We are servicing 4 Beginner, 14 Intermediate and 27 Advanced students. We have 10 different language groups. Spanish is the largest language group. Because we are a small school, we only have a Free-Standing ESL Program. All students get their instruction in English. ESL classes are homogeneously grouped by levels of English proficiency.

LAP Team:

Our LAP Team consists of the following members:

- Gilberto Vega, Principal
- Victoria Armano, Assistant Principal
- Juana Santiago-Fahim, Parent Coordinator
- Evelyn Lowmark, Parent, PTA President
- Susana Tressler, ESL Teacher
- Adam Gemus, ESL Teacher
- Hariklia Lymberopoulos, Literacy Coach
- Jessica Herrera, Guidance Counselor/Related Services

Teacher Qualifications:

- There are two licensed ESL Teachers and one licensed Foreign Language (Spanish) teacher in our staff. Licenses for these three teachers are on file.

ELL Demographics:

Number of Students by Grade in each Language Group

Language	9 th Grade	10 th Grade	11 th Grade	12 th Gr	Total
Spanish	12	10	4	7	
Bengali	2	1			
Urdu			1	1	
Tibetan	2			1	
Punjabi					
Bengali					
Filipino			1		
Italian	1				
Other		1	1		
Total	17	12	7	9	45

The above total includes 5 SIFE students and 6 Special Education ELL's. Also, there are 12 long-term ELL students, 7 newcomer ELL students and 12 ELL students that have been receiving between 4-6 years of ESL services.

Parent Program Choice:

The following structures are in place to ensure informed parent choices:

- Early identification of ELL's through the review of the Home Language Identification Survey forms and testing through the LAB-R assessment.
- An orientation meeting is held in September for parents of newly arrived students. Also, parents of all ELL students are invited to participate in the orientation sessions.
- During the orientation sessions, parents watch the video that explains the programs and services available to ELL students.
- Parents receive assistance in completing the Parent Survey and Program Selection Form. Through a question and answer period parents are provided clarification on their rights and options. Translators are available for parents who speak languages other than Spanish.
- All notification letters, materials, videos, and meetings are provided in the parent's native language when available.

We practice an open policy in which all parents are continuously encouraged to visit the academic and social environment of the Academy of Finance and Enterprise. The parental component includes parenting skills workshops offered at the monthly PTA meetings.

Timeline:

Activity	Date
<ul style="list-style-type: none"> • Early identification of ELL's through the review of the Home Language Identification Survey forms and testing through the LAB-R assessment. • An orientation meeting for parents of newly arrived students and parents of all ELL students. • During the orientation sessions, parents watch the video that explains the programs and services available to ELL students. • Parents receive assistance in completing the Parent Survey and Program Selection Form. Through a question and answer period parents are provided clarification on their rights and options. Translators are available for parents who speak languages other than Spanish. • All notification letters, materials, videos, and meetings are provided in the parent's native language when available. 	<ul style="list-style-type: none"> • August-September • September 15 • September 15 • September 15 • Parents of students admitted after September are invited to individual orientation meetings with the LAP team.

Trends:

- The trend during the last four years that our school has been established is for parents to opt for students to stay in our school and participate in our ESL Standing program. Only three students have transferred to a Transitional Bilingual Program during the past four years. For the most part, parents prefer to keep students in our school because we are small, we offer the mandated ESL instructional requirements, and we provide a personalized learning environment. In addition, they like our program because we offer after school tutorial services, as well as, academic intervention classes.
- We closely monitor parent choice forms for patterns and trends. Because we are a small school with about 10% ESL students, the possibilities of creating a TBE program is small. Our ESL students speak a variety of languages, and there aren't enough students that speak a particular language that can justify a TBE Program.

Assessment Analysis:

The Analysis of the Spring 2008 NYSESLAT school results show the following:

Level/Grade	9 th Grade	10 th Grade	11 th Grade	12 th Gr	Total
Beginners	4				4
Intermediate	6	1	3	4	14
Advanced	7	11	4	5	27
Total	17	12	7	9	45

Analysis of Regents Exam statistics as of June 2008:

Regents Exam	No. of Students that Took Exam	No. of Students who passed 55-64	% of Students who passed	No. of students who passed 65+	% of students who passed 65+	No. of students who failed	% of Students who failed
Math	26	4	15%	19	73%	3	12%
ELA	11	3	27%	5	45%	3	27%

Instructional Strategies Employed In Our School:

Instructional strategies applied in Balanced Literacy, Cooperative Learning, the Workshop Model, and second language acquisition were also addressed in all ESL classes. The textbooks and instructional materials adhered to the NYS ESL Learning Standards and the City of New York Performance Standards.

All ELLs took the New York English as Second Language Achievement Test (NYSESLAT) in May which measures students' progress in English language proficiency and determines students' eligibility to receive ESL services.

By examining the students' results in the four modalities (listening, speaking, reading and writing), we are able to see the following patterns across proficiency levels and grades as stated in the following chart.

Grades 9-11

Level	Modality	Pattern of Proficiency
Beginner (1 year)	Listening	
Intermediate	Reading and Writing	
Advanced	Writing	

The previous data impacts on the LAP and the instruction that should take place in every class. Therefore, in order to service the ELL's and address their needs, the staff of the Academy of Finance and Enterprise will work on four areas: Professional Development, Core Curriculum, Interdisciplinary Instruction and Extended Day Programs.

Level	Implications for LAP	Implication for Instruction	Additional Services
Beginner (1 year or more)	Increase English Periods	<ul style="list-style-type: none"> America's Choice Model Listening Assessment in all Content Areas 	<ul style="list-style-type: none"> Push-in ESL teacher After School Peer Tutoring After School/Saturday Regents Prep
Intermediate	Summary of the linguistic aims in all content areas	<ul style="list-style-type: none"> Increase reading and writing across all content areas. America's Choice Model 	<ul style="list-style-type: none"> After School Peer Tutoring Push-in ESL teacher After School/Saturday Regents Prep
Advanced	100% instruction in English	<ul style="list-style-type: none"> Journal Writing Modeling of Editing Techniques 	<ul style="list-style-type: none"> Push-in ESL teacher After School Peer Tutoring After School/Saturday Regents Prep

Planning for ELL's

Mandated Instruction

The Academy of Finance and Enterprise offers an ESL program for 45 students, ranging from beginning to high-intermediate levels: I/Li R (540m), L2/L2R (360), L3 (180m), and L5 (180m). At The Academy of Finance and Enterprise, we offer a free standing ESL program. Students in the ESL free standing program will be serviced in compliance with CR Part 154 Regulations. All beginning students receive three 50 minute periods of ESL a day, the intermediate students received two 50 minute periods of ESL and one 50 minute period of ELA a day. The advanced students received one 50 minute period of ESL a day and one 50 minute period of ELA a day.

UPDATED – OCTOBER 2008

Differentiated Instruction:

All ELL's meet the NYS ESL Learning Standards. Students are serviced by a certified ESL teacher following a push-in model. All ELL students received their appropriate amount of ESL instruction based on their proficiency level. Our program focuses on improving the listening, speaking, reading and writing skills in all the content areas through the utilization of ESL methodologies. The Workshop Model is employed in all subject areas. Using such strategies as paired reading, read-alouds, retelling, graphic organizers, journals, portfolios, literature circles, etc. allowed teachers to focus on student understanding of content and linguistic structures. This way, we address the needs of SIFE , newcomers, former ELL's, special needs ELL's, and long-term ELL's. Teachers use ESL strategies that make learning more comprehensible and meaningful for ELLs. The integration of concept development in the content areas with language instruction allowed students to acquire the academic language of the subject necessary to assure the students will meet the content area standards. Teachers differentiate instruction by focusing on the students' strengths, skills and abilities. They provide a number of assignments choices according to level. In addition, students are given choice of reading books in their native language and ESL books that have stories from their native countries. Furthermore, through our portfolio assessment program students are given alternate assessment options that maximize differentiated learning. This way, the use of the students' native language is also used to maximize instruction.

Interventions:

- Our students receive academic intervention services in Math, Science, English and Social Studies.
- In addition, we provide tutorial services in the student's native language by providing a tutor that speaks the tutee's particular language.
- Furthermore, we have an Academic Intervention teacher who provides additional instructional support in the ELA classes and the After School Academic Intervention classes. This teacher also provides one-to-one instruction to students with special needs.
- For students who will require more than four years to graduate, we make sure to accommodate in specialized classes (bilingual or Special Education) during our summer program at a larger local high school, credit recovery classes, as well as, one-to-one instruction through our AIS teacher. Furthermore, appropriate counseling and guidance is provided to the student and parents through our Guidance Counselor.
- Our school offers language electives for our ELL students. Since the majority of our ELL's are of Hispanic descent and since our school is rather small, we offer Spanish courses.
- We prepare our ELL students for Regents examinations by providing Regents Preparation classes after school hours and on Saturdays.

Resources and Support:

- Professional development plan for all personnel working with ELL's

Our school has weekly 90-minute professional development sessions infused into the school schedule. The training of staff to address the individual needs of our ELL students is a priority to our school. We make sure that all staff receives at least 7.5 hours of ESL training early in the year.

Following is a professional development plan that shows how we accomplish this. In addition, to professional development at the school level, our staff attend training sessions by registering in the Protraxx system.

Four of the teachers attended the QTEL professional development program. This program is designed to build teacher capacity to promote the linguistic, conceptual, and academic development of adolescent ELL's, with a specific focus on developing students' ability to read, write, and discuss academic texts, using English in rigorous academic classes.

Professional Plan:

<p>Discuss the Articles</p> <ol style="list-style-type: none">1. "Reaching Out to Immigrant Parents"2. "Give Me Shelter: Reading Limited English Proficiency Learners" <p>View the video tape "Models for Teaching"</p>	<p>Teachers will become familiar with a variety of instructional models for assisting English Language Learners and ways in which schools welcome immigrant families into the school community.</p> <p>Teachers will discuss approaches to working with students who are ELL's, methods for teaching English language skills through content, and ways to support the families of ELL's as they take an active role in their children's learning.</p>
<p>View the video tape "Teaching Strategies #1"</p> <p>View sample ESL lesson plans</p> <p>View the video tape "Teaching Strategies #2"</p> <p>View sample ESL lesson plans</p>	<p>Teachers will learn different teaching strategies that will help scaffold their lessons and help ELL's understand the subject being presented.</p> <p>After analyzing different ESL sample lesson plans, teachers will engage in designing lessons that are suited for their discipline.</p> <p>Teachers will work collaboratively to design interdisciplinary lessons that utilize a variety of scaffolding strategies for ELL's.</p> <p>Teachers will plan collaboratively projects that focus on the strategies taught in the ESL class.</p>
<p>View video tape: "Ensuring Success in All Classrooms"</p>	<p>Teachers will become familiar with a variety of assessments appropriate for use with ELL's, and understand how to modify assessments for ELL's.</p> <p>Teachers will also develop awareness for the challenges of assessing learning disabilities in students with limited English proficiency, as well as the benefits of placing talented ELL's in gifted general education classes.</p> <p>Teachers will understand how to transition ELL's from sheltered immersion classes into mainstream education classes.</p>

Native Language Support:

Teachers differentiate instruction by focusing on the students' strengths, skills and abilities. They provide a number of assignments choices according to level. In addition, students are given choice of reading books in their native language and ESL books that have stories from their native countries. Furthermore, through our portfolio assessment program students are given alternate assessment options that maximize differentiated learning. Students are encouraged to use their native language in developing and presenting these projects. This way, the use of the students' native language is also used to maximize instruction. In addition, we provide after school tutorial services to our ELL students by matching them with a peer tutor that speaks their native language. For the most part, we only offer Native Language instruction for the students that compose our largest ESL group, our Hispanic student population. In an effort to assist a group of identified at-risk students, one of the teachers works with these students in subject areas such as ELA and Social Studies. We also use the America's Choice model to support existing practices in the school.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: Bilingual ESL Both Number of LEP (ELL) Students Served in 2007-08: 34
(No more than 2 pages)

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

II.
The Academy of Finance and Enterprise offered an ESL program for 45 students: 4 beginning level, 14 intermediate and 27 advanced level students. This total includes 2 SIFE students and 9 Special Education ELL's. Also, there are 2 long-term ELL students, 7 newcomer ELL students and 8 ELL students that have been receiving between 4-6 years of ESL services. We provide required instruction as follows: I/Li R (540m), L2/L2R (360), L3 (180m), and L5 (180m). At The Academy of Finance and Enterprise, we offer a free standing ESL program. Students in the ESL free standing program will be serviced in compliance with CR Part 154 Regulations. All beginning students receive three 50 minute periods of ESL a day, the intermediate students received two 50 minute periods of ESL and one 50 minute period of ELA a day. The advanced students receive one 50 minute period of ESL a day and one 50 minute period of ELA a day. The students in the free standing program are mainstreamed for all minor subjects, such as gym, music, art, dance, technology, band, etc. All ELLs met the NYS ESL Learning Standards. Students are serviced by a certified ESL teacher following a push-in model. All ELL students receive their appropriate amount of ESL instruction based on their proficiency level. Our program focused on improving the listening, speaking, reading and writing skills in all the content areas through the utilization of ESL methodologies. The Workshop Model is employed in all subject areas. Using such strategies as paired reading, read-alouds, retelling, graphic organizers, journals, portfolios, literature circles, etc. allowed teachers to focus on student understanding of content and linguistic structures. Teachers used ESL strategies that make learning more comprehensible and meaningful for ELLs. The integration of concept development in the content areas with language instruction allows students to acquire the academic language of the subject necessary to assure the students will meet the content area standards.

UPDATED – OCTOBER 2008

Instructional strategies applied in Balanced Literacy, Cooperative Learning, the Workshop Model, and second language acquisition were also addressed in all ESL classes. The textbooks and instructional materials adhered to the NYS ESL Learning Standards and the City of New York Performance Standards. All ELLs took the New York English as Second Language Achievement Test (NYSESLAT) in May which measures students' progress in English language proficiency and determines students' eligibility to receive ESL services.

Student Identification:

- Early identification of ELL's through the review of the Home Language Identification Survey forms and testing through the LAB-R assessment. Also, we use the NYSESLAT Scores to determine placement of students at the different levels.
- An orientation meeting is held in September for parents of newly arrived students. Also, parents of all ELL students are invited to participate in the orientation sessions.
- During the orientation sessions, parents watch the video that explains the programs and services available to ELL students.
- Parents receive assistance in completing the Parent Survey and Program Selection Form. Through a question and answer period parents are provided clarification on their rights and options. Translators are available for parents who speak languages other than Spanish.
- All notification letters, materials, videos, and meetings are provided in the parent's native language when available.
- Students are placed in appropriate program as per parental choice.

Materials being used:

- Materials used for the instruction of ELL students include ESL libraries that include content area, e.g. social studies, science, graphic organizers, manipulatives, visual textbooks, dictionaries, subject area textbooks in native language (if available).

Program Supervisors:

- Program Supervisors include: Gilberto Vega, Principal and Victoria Armano, Assistant Principal.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

ELL students had access to all content area courses. These included all levels of ELA (including A.P. English), Math (Algebra, Math A and Math B), Science (Environmental Science, Biology and Chemistry), Social Studies (Global History and American Studies, as well as, Foreign Language (including A.P. Spanish) and Business (Computers, Strategies for Success, Accounting, Banking and Investments, and Virtual Enterprise. They received training in basic computer skills and in the use of the internet for gathering information and for research purposes. Through the After School and Saturday programs, they received tutorial services and Regents Preparation support.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

ELL students also had the opportunity to participate in all school's extra-curricular activities. Namely, participation in the following clubs: Journalism, Robotics, Computers, Guitar, Student Government, Cooking and Entrepreneurship Clubs. In addition, students participated in the Arts Program taking subjects such as Art, Music, Ballroom Dancing and Theatre. Through this program they participated in the End of Year Arts Presentation. Also, students participated in job shadowing, summer paid internships, and college trips.

III. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

ELLs are identified by reviewing the Home Language Identification Survey forms and tested with the LAB-R assessment. At the beginning of September, parents of newly arrived students are given an orientation meeting. Parents of all ELL students are invited to participate in the orientation sessions. During the orientation sessions, parents watch the video that explains the programs and services available to ELL students. Parents receive assistance in completing the Parent Survey and Program Selection Form. There is ample opportunity to ask questions. All notification letters, materials, videos, and meetings are provided in the parent's native language when available.

Through the guidance counselor and teachers, in conjunction with Yankelevich Educational Services a series of workshops were offered to parents. The workshops provided parents with information about school programs and discussed strategies for helping their children at home. In addition, a library of books that go hand-in-hand with the workshops was created. Topics covered: Setting Limits: Getting Your Children to Listen to You, How to Improve Self-Esteem in Children, The Teenage Search for Identity and the Confrontation with Adults, Learning Difficulties: Early Detection and Ways to Help Children, Detecting Depression and Anxiety in Children: Understanding Causes, and Helping Techniques and Keeping Children Away from Drugs and Alcohol.

IV. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

Students will receive extra help through the after-school enrichment program. ESL instruction will be provided based on Beginning, Intermediate, and Advanced levels (as determined by the LAB-R or the NYSESLAT) and is consistent with CR Part 154 requirements. ESL Instruction will be provided by a certified ESL teacher. Students will participate in activities for all language learning skills: reading, writing, listening and speaking. The anticipated measurable outcomes for this activity will include but not be limited to journals, projects, portfolios, individual and group presentations, and essays. Success will be measured with a rubric for each activity. The rubrics will be generated during Professional Development.

V. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

For the 2008-2009 school year, there will be one regularly scheduled 50 minute professional development block per month. The teachers, principal, guidance counselors, and the Literacy Coal will be involved in our workshop.

Some of the areas we plan to address are:

- The C.E.P.
- Successful Parent Conferences
- Using Various Assessment Tools
- Working with Children with Special Needs

There will be at least five sessions devoted to Strategies for helping the ELL student. In addition, we will focus on strengthening understanding and knowledge of the balanced literacy curriculum and math. Teachers will get further Professional Development on how to use the results of the assessments to make instructional decisions that will move ELL students towards academic gains and success.

The Workshops will include, but not be limited to:

- September—Identifying the ELL student
- October---Scaffolding in the Content Areas for the ELL student
- November---Using Data to Drive Instruction for ELL's
- December---Differentiated Instructional Strategies
- January---NYS ESL Learning Standards
- February---Preparing for the NYSESLAT—knowing the four modalities
- March---Applying ESL strategies in the content area
- April--- Analyzing results of ESL Periodic Assessments to set goals for improvement
- May—Differentiated Instructional Strategies

- VI. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
- We hired a full-time ESL teacher to teach ESL and provide AIS services through a push-in model. In addition, we provide AIS classes in all content areas during the school day.
 - Furthermore, we have after school one-to-one tutorial services, and Regents preparation classes after school and on Saturdays.
 - A Bilingual Guidance Counselor provides guidance and academic intervention services to all ELL students. When needed, AIS plans are developed with the collaboration of the parent and student.
 - Speech Therapy is provided through the services of a Speech Therapist.
 - Eligible students participate in a SETSS class where they receive instructional support through the services of licensed teachers.
- VII. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: Academy Of Finance and Enterprise

District 24

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	2					2

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2008-09 (ESL--Intermediate)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 24 School Building: **Academy of Finance and Enterprise**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 7:30 a.m. To: 8:20 a.m.	Subject (Specify-) ESL	Subject (Specify-) ESL	Subject (Specify-) ESL	Subject (Specify-) ESL	Subject (Specify-) ESL
2	From: 8:25 a.m. To: 9:15 a.m.	Subject (Specify) Geometry	Subject (Specify) Geometry	Subject (Specify) Geometry	Subject (Specify) Geometry	Subject (Specify) Geometry
3	From: 9:20 a.m. To: 10:10 a.m.	Subject (Specify) Chemistry	Subject (Specify) Chemistry	Subject (Specify) Chemistry	Subject (Specify) Chemistry	Subject (Specify) Chemistry
4	From: 10:15 a.m. To: 11:05 a.m.	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
5	From: 11:10 a.m. To: 11:50 a.m.	Subject (Specify) Advisory	Advisory	Subject (Specify) AIS--Math	Subject (Specify) AIS—ELA	Subject (Specify) AIS--Science
6	From: 11:55 a.m. To: 12:35 p.m.	Subject (Specify) ELA	Subject (Specify) ELA	Subject (Specify) ELA	Subject (Specify) ELA	Subject (Specify) ELA
7	From: 12:40 p.m. To: 1:30 p.m.	Subject (Specify) Global Studies	Subject (Specify) Global Studies	Subject (Specify) Global Studies	Subject (Specify) Global Studies	Subject (Specify) Global Studies
8	From: 1:35 p.m. To: 2:25 p.m.	Subject (Specify) Accounting	Subject (Specify) Accounting	Subject (Specify) Accounting	Subject (Specify) Accounting	Subject (Specify) Accounting
9	From: 2:30 p.m. To: 3:20 p.m.	Subject (Specify) Foreign Language	Subject (Specify) Foreign Language	Subject (Specify) Foreign Language	Subject (Specify) Foreign Language	Subject (Specify) Foreign Language
10	From: 3:20 p.m. To: 4:30 p.m.	Subject (Specify) After School Tutorial	Subject (Specify) After School Tutorial	Subject (Specify) After School Tutorial	Subject (Specify) After School Tutorial	Subject (Specify) After School Tutorial

SAMPLE STUDENT SCHEDULE 2008-09 (ESL--Beginning)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 24 School Building: Academy of Finance and Enterprise

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 7:30 a.m. To: 8:20 a.m.	Subject (Specify-) ESL	Subject (Specify-) ESL	Subject (Specify-) ESL	Subject (Specify-) ESL	Subject (Specify-) ESL
2	From: 8:25 a.m. To: 9:15 a.m.	Subject (Specify) Algebra	Subject (Specify) Algebra	Subject (Specify) Algebra	Subject (Specify) Algebra	Subject (Specify) Algebra
3	From: 9:20 a.m. To: 10:10 a.m.	Subject (Specify) Living Environment	Subject (Specify) Living Environment	Subject (Specify) Living Environment	Subject (Specify) Living Environment	Subject (Specify) Living Environment
4	From: 10:15 a.m. To: 11:05 a.m.	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
5	From: 11:10 a.m. To: 11:50 a.m.	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL
6	From: 11:55 a.m. To: 12:35 p.m.	Subject (Specify) ELA	Subject (Specify) ELA	Subject (Specify) ELA	Subject (Specify) ELA	Subject (Specify) ELA
7	From: 12:40 p.m. To: 1:30 p.m.	Subject (Specify) Social Studies	Subject (Specify) Social Studies	Subject (Specify) Social Studies	Subject (Specify) Social Studies	Subject (Specify) Social Studies
8	From: 1:35 p.m. To: 2:25 p.m.	Subject (Specify) Business	Subject (Specify) Business	Subject (Specify) Business	Subject (Specify) Business	Subject (Specify) Business
9	From: 2:30 p.m. To: 3:20 p.m.	Subject (Specify) Foreign Language	Subject (Specify) Foreign Language	Subject (Specify) Foreign Language	Subject (Specify) Foreign Language	Subject (Specify) Foreign Language
10	From: 3:20 p.m. To: 4:30 p.m.	Subject (Specify) After School Tutorial	Subject (Specify) After School Tutorial	Subject (Specify) After School Tutorial	Subject (Specify) After School Tutorial	Subject (Specify) After School Tutorial

SAMPLE STUDENT SCHEDULE 2008-09 (ESL--Intermediate)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 24 School Building: Academy of Finance and Enterprise

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 7:30 a.m. To: 8:20 a.m.	Subject (Specify-) ESL	Subject (Specify-) ESL	Subject (Specify-) ESL	Subject (Specify-) ESL	Subject (Specify-) ESL
2	From: 8:25 a.m. To: 9:15 a.m.	Subject (Specify) Math B	Subject (Specify) Math B	Subject (Specify) Math B	Subject (Specify) Math B	Subject (Specify) Math B
3	From: 9:20 a.m. To: 10:10 a.m.	Subject (Specify) Physics	Subject (Specify) Physics	Subject (Specify) Physics	Subject (Specify) Physics	Subject (Specify) Physics
4	From: 10:15 a.m. To: 11:05 a.m.	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
5	From: 11:10 a.m. To: 11:50 a.m.	Subject (Specify) Advisory	Advisory	Subject (Specify) AIS--Math	Subject (Specify) AIS—ELA	Subject (Specify) AIS--Science
6	From: 11:55 a.m. To: 12:35 p.m.	Subject (Specify) ELA	Subject (Specify) ELA	Subject (Specify) ELA	Subject (Specify) ELA	Subject (Specify) ELA
7	From: 12:40 p.m. To: 1:30 p.m.	Subject (Specify) American Studies	Subject (Specify) American Studies	Subject (Specify) American Studies	Subject (Specify) American Studies	Subject (Specify) American Studies
8	From: 1:35 p.m. To: 2:25 p.m.	Subject (Specify) Securities	Subject (Specify) Securities	Subject (Specify) Securities	Subject (Specify) Securities	Subject (Specify) Securities
9	From: 2:30 p.m. To: 3:20 p.m.	Subject (Specify) Foreign Language	Subject (Specify) Foreign Language	Subject (Specify) Foreign Language	Subject (Specify) Foreign Language	Subject (Specify) Foreign Language
10	From: 3:20 p.m. To: 4:30 p.m.	Subject (Specify) After School Tutorial	Subject (Specify) After School Tutorial	Subject (Specify) After School Tutorial	Subject (Specify) After School Tutorial	Subject (Specify) After School Tutorial

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s) 9-12 Number of Students to be Served: 45 LEP X ___ Non-LEP

Number of Teachers : 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Our Title III Language Instruction Program focuses on providing additional support in ESL and across content area subjects through small group tutorial services. This program will meet after school on Mondays, Tuesdays, Thursdays and Fridays from 3:15-4:30 p.m. In addition, we will provide Regents Preparation and preparation for the SAT's after school and on Saturdays. This program will continue until June 2009. We will target all ESL students, specifically, 26 Advanced, 16 Intermediate and 3 Beginner level. We feel that we must support every child since they all have individual needs and all students need support with preparation for the Regents and SAT exams. We will be using the English Language periodic assessment for ELL's and the NYSESLAT scores in order to identify students' strengths and weaknesses across modalities. By doing this, we will develop an individualized improvement plan for all students. The NYSESLAT scores will be used to align instruction and target the specific areas in which students need the most support, e.g., reading, writing. Instruction will be provided in English. Students will be supported by Licensed ESL teachers. The ESL teacher will use ESL methodologies to infuse the four modalities: Listening, Reading, Writing and Speaking.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

ESL teachers will participate in the following professional development programs: Differentiated Instruction, Comprehension and the Bilingual Brain, Ramp Up, QTEL, Wilson Reading Program. These teachers will turnkey this training to the rest of the staff at weekly professional development sessions.

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$12,000	After School Tutorials, Regents Preparation
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$3,000	Non-fiction textbooks
Travel		
Other		
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - a. Within 30 days of a student's enrollment, the school must determine the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school.
 - b. The school maintains an appropriate and current record of the primary language of each parent. Such information is maintained in ATS and on the student emergency card.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - a. The primary language spoken by the parents of students at the Academy of Finance and Enterprise is Spanish.
 - b. Other languages spoken by parents of students at AOFE are: Chinese, Korean, Polish, Portuguese (Brazilian), Bengali, Urdu, Hindi, Arabic, Greek, Indonesian and Tagalog.
 - c. The number of parents per language does not exceed more than 4.
 - d. The findings were reported at a PTA meeting.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - a. AOFE will provide translation services at PTA meetings, Open School Conferences, guidance hearings and meetings, SLT meetings, High School Recruitment Fairs and Open Houses.
 - b. AOFE will translate documents on a timely basis through the assistance of school staff, parents and students proficient in the target languages, or through the assistance of the DOE Translation and Interpretation Unit.
 - c. Written translation services will be provided by in-house school staff, parent and student volunteers.
 - d. AOFE will keep electronic, as well as, hard copies of translated materials by the Translation and Interpretation Unit which contain critical information regarding a child's education, e.g. registration, application and selection process, standards and performance, conduct, safety and discipline, special education and related services, and transfers and discharge.

- e. Translations of the above-stated materials will be made available to parents at PTA meetings, Open Houses, Parent Orientation sessions and Open School Conferences.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - a. AOFE will provide oral interpretation services at school orientation meetings, PTA meetings and Open School Conferences.
 - b. The school will determine the languages for which it cannot provide translation services through the school staff and parents, and will contact the DOE Translation and Interpretation Unit.
 - c. Letters will be sent to parents in their native language prior to the scheduled meetings.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
 - a. The school will determine within 30 days of a student's enrollment, the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school.
 - b. The school will maintain an appropriate and current record of the primary language of each parent. Such information is maintained in ATS and on the student emergency card.
 - c. The school will provide translation services at PTA meetings, Open School Conferences, guidance hearings and meetings, SLT meetings, High School Recruitment Fairs and Open Houses.
 - d. The school will translate documents on a timely basis through the assistance of school staff, parents and students proficient in the target languages, or through the assistance of the DOE Translation and Interpretation Unit.
 - e. The school staff, parent and student volunteers will provide written translation services.
 - f. The school will keep electronic, as well as, hard copies of translated materials by the Translation and Interpretation Unit which contain critical information regarding a child's education, e.g. registration, application and selection process, standards and performance, conduct, safety and discipline, special education and related services, and transfers and discharge.
 - g. The school will provide translations of the above-stated materials at PTA meetings, Open Houses, Parent Orientation sessions and Open School Conferences.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 \$203,116
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$2049
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$10,156
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 86%
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
 - Teachers who are not highly qualified are taking the coursework necessary to complete the requirements for teaching the subject matter.
 - The school is providing appropriate funding to train teachers through mentoring, professional development in school and within the district.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Parental Involvement Policy

I. General Expectations

The Academy of Finance and Enterprise agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that —
 - parents play an integral role in assisting their child’s learning;
 - parents are encouraged to be actively involved in their child’s education at school;

- parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. The Academy of Finance and Enterprise will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Write a letter to parents explaining that when schools collaborate with parents to help their children learn and when parents participate in school activities and decision-making about their children’s education, children achieve at higher levels.
 - The letter will be sent to parents in a language that parents can understand.
 - A meeting will be set up to discuss ways in which parents can become more involved in school.
 - Parents will be provided an opportunity to participate in the SLT, PTA and school subcommittees, e.g. guidance intervention, safety, schoolwide planning.
 - Parents will be asked to volunteer to assist with school trips, dances, assemblies, and other community-building events.
 - Parents will be asked to share their skills and expertise with the school community by doing class presentations.

2. The Academy of Finance and Enterprise will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Parents will be sent notifications about the school’s need to improve status.
 - Notifications will be sent to parents in a language that they can understand.
 - Parents will be apprised of their rights to know about the qualifications of the teaching staff and their right to transfer their child to a school where their child may have a better chance to succeed.
 - Parents will be provided training on Literacy and Math, as well as, strategies they can use to assist their children in their learning.
 - Non-English speaking parents will be given the opportunity to learn English Language skills through ESL classes.

3. The Academy of Finance and Enterprise will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - The school will offer workshops for parents, e.g. Financial Literacy, Dealing with Teenage Children, Consensus Building, Communication and Leadership Skills.
 - Parents will participate in the School Leadership Team and PTA.
 - Parents will serve on the Human Resources Committee and Chaperone on Trips.
 - Parents will be offered workshops on reading and writing strategies, math and study skills in an order to equip them to support their children’s academic performance.
 - Parents will be offered information at the workshops on the services and resources that Special Education students are entitled to.
 - Parents will be invited to share their skills and talents with the school community through master classes and class presentations.
 - Parents will assist in helping arrange school trips, service learning and paid internships.

4. The Academy of Finance and Enterprise will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Parents as Teachers.
 - Parents will share their skills and talents, e.g. business, arts, and conduct master classes and give presentations.
5. The Academy of Finance and Enterprise will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - The School Leadership Team will create a subcommittee of parents that will develop an assessment rubric to assess the direct impact of the parental involvement policies in school.
 - In order to gather data for the assessment, subcommittee parents will develop and distribute surveys and conduct personal and phone interviews with individual parents.
 - The Subcommittee will present the results of the surveys and interviews, as well as, recommendations for improvement to the SLT.
 - The SLT will use the assessment data to set goals and objectives to be included on the school's Comprehensive Educational Plan.
 - The SLT will make recommendations to the school administration on how the budget can be used to address the goals and objectives proposed.
6. The Academy of Finance and Enterprise will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - How to Improve Self-Esteem in Children
 - Learning Difficulties: Early Detection and Ways to Help Children
 - Detecting Depression and Anxiety in Children: Understanding Causes, and Helping Techniques
 - Finding Solutions to Your Children's School Problems
 - Improving Communication with Adolescents
 - Developing Organizational Skills
 - Developing Good Studying Habits
 - What are Regents Exams? What Regents exams does my child need in order to graduate from high school.

- What are the State Standards? Why is the school curriculum tied to the Standards?
 - Literacy Skills: What are some strategies that can help my child improve his/her reading and writing skills.
 - Math Skills: What are some strategies that can help my child improve his/her reading and writing skills.
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - i. Workshops in ELA and Math Literacy.
 - ii. Workshops on improving communication with and understanding teenagers.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - i. Presentations by the Parent Teacher Association at Professional Development meetings on how to improve communication with parents and how can teachers and parents work together to assist children in their academic, emotional and social development.
 - ii. Weekly case conferences with the participation of parents, teachers and students.
 - iii. Development of academic intervention plans with input of parents, teachers and students.
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - i. The Academy of Finance and Enterprise will work closely with Yankelevich Educational Services to develop a parent resource center within the School Library.
 - ii. The Parent Resource Center will consist of books and videos that relate to teenage issues and ways in which parents can improve communication with their children and assist them in their academic, social and emotional development.
 - iii. Yankelevich Educational Services will offer workshops to support parents and teachers. See 6 iii above for a list of workshops.
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - The school will determine within 30 days of a student's enrollment, the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school.
 - The school will maintain an appropriate and current record of the primary language of each parent. Such information is maintained in ATS and on the student emergency card.
 - the school will provide translation services at PTA meetings, Open School Conferences, guidance hearings and meetings, SLT meetings, High School Recruitment Fairs and Open Houses.

- The school will translate documents on a timely basis through the assistance of school staff, parents and students proficient in the target languages, or through the assistance of the DOE Translation and Interpretation Unit.
- The school staff, parent and student volunteers will provide written translation services.
- The school will keep electronic, as well as, hard copies of translated materials by the Translation and Interpretation Unit which contain critical information regarding a child's education, e.g. registration, application and selection process, standards and performance, conduct, safety and discipline, special education and related services, and transfers and discharge.
- The school will provide translations of the above-stated materials at PTA meetings, Open Houses, Parent Orientation sessions and Open School Conferences.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PTA meeting minutes. This policy was adopted by the Academy of Finance on 11/21/08 and will be in effect for the period of 2008-2009. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 12, 2008.

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Part B: School-Parent Compact

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

School Responsibilities

The Academy of Finance and Enterprise will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Provide high quality instruction
 - The school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment. This will be done through curriculum reviews by the school administration and Subject area leaders in conjunction with the individual departments. Through this review, they ascertain that the curriculum is aligned to the Standards and overall school goals. In addition, professional development and support is provided to teachers in areas that are critical in providing quality instruction, e.g. differentiated instruction, literacy across curricular areas, and the use of data to drive instruction. This is done through weekly professional development sessions

infused into the regular teacher schedule, Faculty and Department conferences and common planning sessions. Opportunities are provided for individualized teacher support through the observation process, setting of individualized professional plans, team teaching and intervisitation schedules.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Parent-teacher conferences will be held during the Fall (October) and Spring (March) Terms.
 - Conferences will be held consecutively during a period of two days: One evening from 6:00-8:30 p.m. and one afternoon from 1:00-3:00 p.m.
 - Additional conferences will be held through the school's Guidance Counselor upon parental request.
 - Academic intervention conferences will be held between teachers, parents and students upon the request of parents and the school administration.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Midyear Progress reports (one during the month of November and another during the month of April). These reports will describe the students strengths and weaknesses and recommendations for improvement.
 - Report cards six times a year (3 per term). Report cards will contain grades, attendance, lateness and comments on the student's performance.
4. Provide parents reasonable access to staff. Specifically, staff will be available in the School's Conference Room or Guidance Suite for consultation with parents as follows:
 - During case conferences held on a weekly basis during the teachers' professional period.
 - Once a week during their professional period through appointment only.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents may volunteer to assist teachers during bi-weekly library use sessions.
 - Parents may observe classroom activities as a follow up to the Literacy and Math workshops that provide emphasis on learning reading, writing and math strategies
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Come to school on time with the assistance of my parents, prepared to work;
- Observe and follow the school's rules and regulations.
- Use courteous and polite language;
- Participation in class/community meetings to acknowledge a person's thoughtfulness, assistance or courtesy;

- Resolve conflicts peacefully and express my feelings in words;
- Dress in a clean, neat and safe manner;
- Take care of my personal belongings and respect other people's belongings;
- Tell my parents what I learned in school each day;
- Complete my homework every day and show it to my parent(s)/guardian(s);
- Follow the rules in the Discipline Code.

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
DATE	DATE	DATE

(Please note that signatures are not required)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

The Academy of Finance and Enterprise is a new school that opened its doors in September of 2005. Since its inception, the school has embraced a student-centered instructional approach that emphasizes differentiation and reinforces high academic rigor through the application of research, writing and reading resulting from Project-based interdisciplinary portfolios. The scores of the State Regents examinations demonstrate that the school has performed above most of the schools in the network, in the Progress Report Cohort and Citywide. The scores in the Regents exams are as follows: Algebra-90%, Math A-94%, Living Environment-96%, Global Studies-89%, American History-91%, English Language Arts, 98%, Chemistry 96%, Math B-72% and Spanish-100%.

In an effort to uphold City and State standards and create an accountability procedure, Instructional Walkthroughs are an integral component of our school design. These walkthroughs are designed to give the teachers the opportunity to engage in meaningful discussions about the level of work that is taking

place in the classrooms. The walkthroughs are both informal, done by the staff itself, and formal at the Regional level. The results of the walkthrough also provide the teachers, literacy coach and the principal with valuable information that is addressed during meetings and professional development workshops.

Teachers set individual goals aligned with the school goals. Through these goals, they have the opportunity to request support in professional development areas, The school uses this information to design professional development workshops and budgets accordingly

Finally, another important component of our Needs Assessment is the teacher and student surveys. In the beginning of the year, parents and students completed a survey that clearly outlined their needs. From these surveys, we were able to design appropriate workshops for parents on the topics of importance to them.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

1. The Academy of Finance and Enterprise (AOFE) is part of the new small school reform initiatives, which emphasize student-centered learning through differentiated instruction and high academic rigor. Also, our school has partnered with a number of organizations that support our educational initiatives: National Academy Foundation, Junior Achievement, and Virtual Enterprises International.

2. Students are provided opportunities to reach high levels of achievement through a number of options.

- Advanced Placement courses: English Language, English Literature, World History, American History, Economics, Biology, Statistics and Spanish.
- College level courses through College Now at Baruch College, La Guardia Community College, Devry and other colleges.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

1. AOFE uses effective methods and instructional strategies that are based on scientifically-based research that increase the amount and quality of learning time. Also, we provide additional support to students through Academic Intervention classes (Small Group Instruction), Before and After School Tutorials and Summer Program opportunities for at-risk students.

2. Provides an enriched and accelerated curriculum that infuses research projects, interdisciplinary project-based activities, differentiated instruction and portfolios.
3. Meets the educational needs of historically undeserved populations. 90% of the students at the Academy of Finance and Enterprise fall in this category.
4. Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs include counseling, pupil services, mentoring services, college and career awareness/preparation through the Advisory Program, speakers and career and college trips, and the integration of a Business/Entrepreneurship CTE Program. Students have the option of becoming certified in Word, Excel and Power Point applications and also can obtain CTE certification in Accounting.

3. Instruction by highly qualified staff.

- The Academy of Finance and Enterprise has a total of 23 teachers and 2 administrators during the FY 2008-2009. 22 of the teachers hold New York State and City State Certificates. 3 of the teachers are new into teaching. One teacher has been recruited as part of the Teaching Fellows Program and holds a transitional teaching certificate in Math. 7 of the teachers have been teaching over 10 years, 16 have been teaching 5 or more years, 20 have been teaching 3 or more years and the other 3 one or two years. The administrators have been working in that capacity for over 10 years.
- One of the business teacher holds State certificates in Math and Business, one of the Social Studies incorporates visual arts into the instruction, and one of the ELA teachers enriches the instruction through Drama classes.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- During the 2008-2009 academic year all staff will participate in professional development meetings and conferences on the following topics: Using Data to Drive Instruction, Differentiated Instructional Strategies, Instructional Walkthroughs, Infusion of Ramp Up instructional strategies in the ELA classroom, the CEP Development Process, CEP Planning, Cooperative Learning Activities, the Workshop Model, Project-based Activities and Curriculum Mapping.
- Staff will participate in workshops through department, faculty, professional and regional conferences.
- Professional development days are scheduled for the two initial days of the fall term, election day, the last day of the fall term, a spring retreat, and three of the final days of the Spring Term. Also, two summer days are scheduled for Professional Development.
- Assessment forms are provided after each workshop and their results are used to plan and improve future workshops.
- All teachers will be provided opportunities to share best practices in at least two of the meetings.
- Teachers attending professional training and conferences sponsored by the Region are required to do presentations at the school meetings.
- Teachers are required to infuse teaching strategies and techniques presented at Professional Development meetings and provide feedback at the next meeting.
- Professional development topics are recommended by teachers through their professional plans and based on needs to be met.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - **Teachers who are highly qualified are assigned to low achieving students.**
 - **The school has developed a plan to review the qualifications of its staff.**
 - **Teachers who do not meet the highly qualified status are rarely assigned to work with high need students.**
 - **Teachers who have special skills are encouraged to infuse those skills into the instruction, e.g. Art, Drama.**
6. Strategies to increase parental involvement through means such as family literacy services.
 - Family literacy workshops are provided to parents on a monthly basis.
 - Parents will be encouraged to attend a variety of workshops that will help them build leadership within the school, e.g. Financial Literacy, Communication and Leadership skills.
 - Parents are encouraged to participate in the school decision-making process through various committees of the SLT, arts committee, safety committee, academic intervention committee.
 - Parents are encouraged to use their areas of expertise by conducting master classes and giving presentations.
 - Parents will assist in identifying community service internships for students.
 - Parents will be invited to participate in school activities and functions.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 - N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - The Data Inquiry Team oversees the administration of Periodic and ITA Assessments.
 - Results of periodic and ITA assessments are reviewed with staff. Review of student performance data, guidance interventions, etc. are reviewed and Academic Intervention plans are developed. Also, decisions of instructional methodologies that address the needs of students with the highest needs are made, and appropriate weekly professional development is provided to the staff.
 - A team of teachers, administrators and parents participate in the selection, use, and interpretation of school-based assessments.
 - School-based assessments are developed by interdisciplinary teams.
 - Differentiated assessment strategies are utilized to meet the individual needs of students.
 - Differentiated assessment strategies are based on the multiple ways in which students learn.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - Students experiencing difficulties mastering the State Standards are identified early on by teachers through weekly case conferences.
 - An educational improvement plan is developed to assist students in mastering State Standards, e.g. tutoring, small group instruction.
 - Teachers adopt and provide advise, assistance and support to high at-risk students.

- Teachers meet on a regular basis to plan lessons that infuse differentiated learning strategies to accommodate the needs of students' various learning styles.
 - Teachers meet on a regular basis to develop thematic, integrated instruction that addresses the individual differences, talents and skills of students.
 - Teachers meet on a regular basis to look at data and make decisions about instructional approaches that must be implemented in order to address the varied instructional needs and learning styles of all students.
 - Teachers use data to make decisions about re-teaching topics and differentiating instruction for hard to reach students.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- The school establishes an improvement plan based on the needs and the goals of the school.
 - The school budget resources are constantly revised in order to meet the needs and goals of the schools.
 - The expertise, talents and skills of staff are constantly surveyed in order to use them to meet the needs and goals of the school.
 - All students receive individualized nutritional plans under the Physical Fitness Program.
 - Students participate in Job Readiness sessions through the Virtual Enterprise Program and through the support of partner organizations such as Citi.
 - Violence prevention, career education and health education topics are discussed within the Advisory classes.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)
UPDATED – OCTOBER 2008

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- Teachers meet by dept. common to their grade level. They plan, design and implement weekly lesson plans. This ensures that there is more horizontal alignment and less vertical alignment.
- The ELA teachers in each grade level have a written curriculum that has explicit skills that will be addressed in each unit and topic. The curriculum does not specify the NYS standards being addressed in each unit.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- The curricula do not have the NYS standards clearly aligned to each unit and topic.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- Consciously or explicitly state the standards being addressed in each unit in ELA.
- Program teachers in the ELA dept. for common planning across grade levels in order to create more vertical alignment.
- More PD sessions that will educate teachers about curriculum alignment and skill specific lesson planning.
- Allocate time within professional development to revise curricula.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The Math curriculum guide does not explicitly state the process strands that align to each unit.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- As a result, the newer and less skilled teachers are at their own liberty to choose the process strands that they will address through each unit.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- Alignment to the new 2005 Math Standards is in force. Allow new Math teachers to attend PD that will equip them with discerning appropriate process strands to their curriculum maps, unit plans and lesson plans. PD's that will equip teachers to use infuse appropriate process strands into each unit.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- ELA department collaborates during common planning and there is a focus on differentiated learning for all learners. Teachers are provided with professional development on a weekly basis. Teachers are encouraged to do intervisitations of their colleagues to observe best practices of differentiated instruction

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Teachers are asking for support and training in differentiated instruction especially with the diverse populations in our classroom.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- To give content specific PD that addresses differentiation of instruction in specific content areas.
- Teachers will be given schedule to implement inter-visitation of classroom across various content areas and in the same content area. This inter-visitation is to see differentiated instruction in action in other classrooms.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- Math department collaborates during common planning and there is a focus on differentiated learning for all learners. Teachers are provided with professional development on a weekly basis. Teachers have mentors that guide them in differentiated lesson plans.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Teachers are asking for support and training in differentiated instruction especially with the diverse populations in our classroom.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- To give content specific PD that addresses differentiation of instruction in specific content areas.
 - Train teachers so they will infuse hands-on instruction in their classroom.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- Our school is part of the New School Initiative movement. During the past 3 years, we have hired a number of teachers experienced and non-experienced. There has been a high turnover rate, especially new teachers. We have looked at student performance data, and do not feel that this has had a negative impact.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- The transfer and turnover rates in the last three years of this schools existence.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- New teachers are being paired with experienced teachers to allow them to build their skill sets in their classroom instruction.
- New teachers are provided with mentors.
- We have built common planning and intervisitations within the teacher schedules.
- New teachers are also receiving mentoring through the Teachers' Fellows Program.
- All teachers are provided with opportunities to attend professional development outside the school.
- All teachers are provided flexibility in developing the curricula across departments.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- Teachers that have been trained in QTEL have turn-keyed multiple strategies to their colleagues. This allows for teachers across content areas and grades to use where ever applicable.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Not all staff across grade and content areas are trained to use QTEL strategies and align instructional strategies to enable ELL's to hone their four modalities of listening, reading, writing and speaking.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- ESL teachers will provide strategies to all other content area teachers to support instruction across content areas.
 - Common planning times for content area teachers with the ESL department and other support staff meant for ELL's.
-

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- The school provided data relevant to different proficiency levels of ELL's and NYSESLAT scores from the previous test to all teachers.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Teachers are required to use this data for each ELL student in their classroom to customize instruction to allow them to move to higher levels of reading, writing, listening and speaking skills.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- Teachers need to be trained in using relevant data in order to modify classroom instruction for ELL's.
-

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

- 6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
- The AOFE has implemented the least restricted environment, i.e., CTT classes with 60:40. The general education population has been carefully selected to maximize collaboration between the two groups in the CTT class.
- 6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.
- Applicable Not Applicable
- 6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
- Limitation of resources [skilled teachers, physical location] that impede the full implementation of all modifications and accommodations on each IEP.
- 6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.
- Special Education teachers will provide PD in learning how to analyze and locate modifications in the IEP of each relevant student.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- Students IEP's are carefully being written to demonstrate student strengths and weaknesses. Special Education teachers are able to use assessments like QRI-3 and Slasson to determine reading and comprehension levels.
- We have also implemented the use of the Wilson program to support decoding and reading acquisition skills.
- New or transferred students come with many errors in their IEP's. This requires that Special Education teachers and other members of the School-based Support Team collaborate to correct these errors.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- New students IEP's need to be reviewed to align classroom instruction to their specific academic needs.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- PD will be provided to both Special Education and General Education teachers. Staff needs to be trained to carefully evaluate the academic needs of students and monitor their progress in meeting the goals and objectives of the IEP's.

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Displaying 1069 of 1904

Submit date: **Jul 14, 2008** Email address: **gvega3@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

School DBN	24Q264
School Name	Academy of Finance and Enterprise
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 44,111
Principal Name	Gilberto Vega
Principal Email	GVega3@schools.nyc.gov
Principal Phone	7183893623

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

How much do you plan to allocate for each of the following program strategies?

Creation of additional classrooms	
Reducing teacher-student ratio through team teaching strategies	\$ 18,228

Does your school plan to allocate FY09 funding to reduce class size via the creation of additional classrooms?

- Yes
 No

What grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? new classrooms/class sections will be created for school year 2008-09?

* If you plan to use C4E funds to target more than one grade, please fill out one row per grade.

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24

C4E Target #2: 8 - Math - Students with Disabilities - 26 - 1 -25

* If you plan to target more than one special population in a single grade, please fill out a separate row for each special population.

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24

C4E Target #2: 6 - ELA- Students with Disabilities - 25 - 1 -24

* If you plan to target more than one subject area in a single grade, please fill out a separate row for each subject area.

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24

C4E Target #2: 6 - Math - ELLs - 25 - 1 -24

	Targeted Grade	Targeted Subject	Targeted Population	Average Class Size 2007-08	# New Classrooms / New Sections
C4E Target #1	9	Math	Students with Low Academic Achievement	34.0	1
C4E Target #2					
C4E Target #3					
C4E Target #4					
C4E Target #5					
C4E Target #6					

Does your school plan to allocate FY09 funding to reduce class size by reducing teacher-student ratios in existing (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
- No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs \$ 25,883
Summer School Programs
Dedicated Instructional Time
Individualized Tutoring

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

Please describe the program.

After School and Saturday Regents Preparation Program

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of program hours, increase in the number of students served, etc.)

Increase the number of after-school program hours. Increase the number of students served. Increase the number of after school regents prep classes.

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes

No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Learners (ELLs)?

Yes

No

Displaying 1069 of 1904

CEP Appendix 8: Contracts for Excellence