



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ACADEMY OF FINANCE AND ENTERPRISE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q264

PRINCIPAL: GILBERTO VEGA EMAIL: GVEGA3@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
GILBERTO VEGA	*Principal or Designee	
KERRY DOYLE	*UFT Chapter Leader or Designee	
TERESA KOBAJLO	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
MOHAMMED NASERUDDIN ISHITA KHAN AYRTON ABRIL	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
NELSON VALERIO	Member/PARENT	
ALBERTO RUIZ	Member/PARENT	
GLADWYN MARTIN	Member/PARENT	
CAROLINA MIQUI	Member/PARENT	
LORENZO ANOBA	Member/TEACHER	
JULIANNE LAVALLEE	Member/TEACHER	
Andra Nandani Raghunandan	Member/Co-President	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, English Language Learners and Students with Disabilities will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Level 3 & 4 on the NYS ELA Regents exam.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

An analysis of the school's performance during the past three years demonstrates that the performance of mainstream students in the State ELA Regents Assessment has exceeded that of the English Language Learners and Students with Disabilities. The performance of the latter groups has not exceeded 57.9% during the past two years. It is for this reason that we have agreed that helping the ELL and SWD students improve their performance in the ELA assessment will be a priority during this academic year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1:

- Professional Development: PD will be given on the following topics: Developing pre and post assessments aligned to identified target areas for improved performance, analyzing data trends, differentiated instruction, vertical and horizontal alignment of curriculum, portfolio project development, creating rubrics to assess student work, student work analysis.
- Target Population(s): All teachers servicing ELL's and SWD's and students in the ELL and SWD subgroups.
- Responsible Staff Members: Assistant Principals, Resident Principal in charge of Professional Development, External Staff Developer, Data Inquiry Team.
- Implementation Timeline: September 2011 through June 2012.

Activity #2

- Portfolio Project Development: Students will complete one task that will require them to read and analyze informational texts and write opinions and arguments in response.
- Target Population(s) Teams of teachers working with ELL's, SWD's and former ELL's not making acceptable gains.
- Responsible Staff Members: Assistant Principals, Resident Principal in charge of Professional Development, External Staff Developer, Data Inquiry Team.
- Implementation Timeline: September 2011 through June 2012.

Activity #3:

- Development of horizontal and vertical data instructional teams during professional periods.
- Through the leadership of a Resident Principal from New Leaders for New Schools and two interns from the Emerging Leaders Program, teachers will be trained on the use of disaggregated student data. This will include the use of cross curriculum data, focusing on ELL's/SWD's and at risk students. Teachers will engage in the development of departmental goals, subject area goals, personal and professional goals. Activities will include: developing interim assessments, setting instructional targets, common planning, and monitoring student progress. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4 students.

Steps for Including teachers in the decision-making process:

- Teachers will meet daily by grade level and weekly by department to review student data gathered through interim and periodic assessments.
- Staff has determined that a 3% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the strategy and to determine whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Periodic Assessment Dates: November, December 2011, January, February, March, April, May 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Training and professional development sessions for parents conducted by ELL and ELA teachers. The workshop materials will be translated and interpretation support will be provided in the dominant languages spoken in the school.
- School staff, including the Parent Coordinator will attend regularly scheduled parent and school meetings (e.g. SLT, Annual Title I Parent Meeting, Title I Parent Committee, Monthly PTA Meetings) will share information and respond to parent questions and other inquiries.
- School Events (e.g. parent-teacher conferences). Informational workshops will be conducted by the Parent Coordinator on strategies that can be applied by parents to support students.
- The Parent Coordinator will conduct on-going workshops on: How to use ARIS Parent Link, The Road to College, Financial Aid to Pay for College.
- The Parent Coordinator will develop a library of resources and materials that can be easily accessed by parents for in-school and/or at-home use to support their child's learning and monitor student progress.
- Yankelevich Educational Services will support parents by providing the following workshops:
 - Learning Difficulties: Early Detection and Ways to Help Children
 - Detecting Depression and Anxiety in Children: Understanding Causes, and Helping Techniques
 - Improving Communication with Adolescents
 - 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.
- The Pupil Personnel Secretary will work closely with the Network HR point person to ensure that non-HQT meet all required documentation and assessment

deadlines.

- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- All ELL's and SWD's will participate in the two CTE Literacy-based programs (Finance/Entrepreneurship), that have been established as part of the instructional program.
- Members of the New York Cares organization will work with students in developing a Cooking Club with emphasis on developing healthy eating habits and budgeting.
- Members of the Student Government will work closely with the Guidance Counselor and School Psychologist to develop violence prevention and anti-bullying campaigns in school.
- Hunter and LaGuardia CC students will provide tutorial services to ELL's and SWD's on Tuesdays and Thursdays.
- New York Cares volunteers will provide SAT Preparation in ELA and Math to 10th and 11th grade students, including a number of ELL's and SWD's.
- All ELL's and SWD's will participate in College and Career Preparation Seminars that emphasize ELA and Math Literacy.
- All ELL's and SWD's will participate in job shadowing and business training (e.g. Business Plan Development, Financial Literacy) as part of the CTE Program requirements.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II, SIIG Funds and Human Resources to implement this action plan from September 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- On-line curriculum and resources for credit recovery and regents exam preparation.
- Teacher per session (5 days a week) for after school programs.
- Coop Student Aides (5 days a week) for after school tutorials.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, English Language Learners and Students with Disabilities will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Level 3 & 4 on the NYS Math Regents exams.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

An analysis of the school's performance during the past three years demonstrates that the performance of mainstream students in the New York State Regents Exam has exceeded that of the English Language Learners and Students with Disabilities. The performance of the latter groups has not exceeded 12.8% passing during the past two years. It is for this reason that we have agreed that helping the ELL and SWD students improve their performance in the ELA assessment will be a priority during this academic year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

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- Professional Development: PD will be given on the following topics: Developing pre and post assessments aligned to identified target areas for improved performance, analyzing data trends, differentiated instruction, vertical and horizontal alignment of curriculum, portfolio project development, creating rubrics to assess student work, student work analysis.
- Target Population(s): All teachers servicing ELL's and SWD's and students in the ELL and SWD subgroups.
- Responsible Staff Members: Assistant Principals, Resident Principal in charge of Professional Development, External Staff Developer, Data Inquiry Team.
- Implementation Timeline: September 2011 through June 2012.

Activity #2

- Portfolio Project Development: Students will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or explain the reasoning behind arguments to arrive at a viable solution.
- Target Population(s): Teams of teachers working with ELL's, SWD's and former ELL's not making acceptable gains.
- Responsible Staff Members: Assistant Principals, Resident Principal in charge of Professional Development, External Staff Developer, Data Inquiry Team.
- Implementation Timeline: September 2011 through June 2012.

Activity #3:

- Development of horizontal and vertical data instructional teams during professional periods.
- Through the leadership of a Resident Principal from New Leaders for New Schools and two interns from the Emerging Leaders Program, teachers will be trained on the use of disaggregated student data. This will include the use of cross curriculum data, focusing on ELL's/SWD's and at risk students. Teachers will engage in the development of departmental goals, subject area goals, personal and professional goals. Activities will include: developing interim assessments, setting instructional targets, common planning, and monitoring student progress. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4 students.

Steps for Including teachers in the decision-making process:

- Teachers will meet daily by grade level and weekly by department to review student data gathered through interim and periodic assessments.
- Staff has determined that a 3% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the strategy and to determine whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Periodic Assessment Dates: November, December 2011, January, February, March, April, May 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Training and professional development sessions for parents conducted by ELL and ELA teachers. The workshop materials will be translated and interpretation support will be provided in the dominant languages spoken in the school.
- School staff, including the Parent Coordinator will attend regularly scheduled parent and school meetings (e.g. SLT, Annual Title I Parent Meeting, Title I Parent Committee, Monthly PTA Meetings) will share information and respond to parent questions and other inquiries.
- School Events (e.g. parent-teacher conferences). Informational workshops will be conducted by the Parent Coordinator on strategies that can be applied by parents to support students.
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Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.
- The Pupil Personnel Secretary will work closely with the Network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- All ELL's and SWD's will participate in the two CTE Literacy-based programs (Finance/Entrepreneurship), that have been established as part of the instructional program.
- Members of the New York Cares organization will work with students in developing a Cooking Club with emphasis on developing healthy eating habits and budgeting.
- Members of the Student Government will work closely with the Guidance Counselor and School Psychologist to develop violence prevention and anti-bullying campaigns in school.
- Hunter and LaGuardia CC students will provide tutorial services to ELL's and SWD's on Tuesdays and Thursdays.
- New York Cares volunteers will provide SAT Preparation in ELA and Math to 10th and 11th grade students, including a number of ELL's and SWD's.
- All ELL's and SWD's will participate in College and Career Preparation Seminars that emphasize ELA and Math Literacy.
- All ELL's and SWD's will participate in job shadowing and business training (e.g. Business Plan Development, Financial Literacy) as part of the CTE Program requirements.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II, SIIG Funds and Human Resources to implement this action plan from September 2011-June 2012 as indicated below:

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ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

There will be a 5% increase in the number of students in their second year in 2011-12 earning 10 credits or more over the number of these same students who earned 10 or more credits in their first year (2010-11), as indicated on the Progress Report.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

An analysis of the 9th grade population during the last three years, showed an increase in the first two years of the number of students who were promoted to 10th grade. However, during the third year, the percentage of students promoted decreased from 97.8% to 89.4%. The percentage for students in the lowest one third decreased from 92.3% to 79.3%. As a result, we have made progress for the current 10th graders, a priority goal for the 2011-2012 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
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 - d) timeline for implementation.

Activity #1:

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- Responsible Staff Members: Assistant Principals, Resident Principal in charge of Professional Development, External Staff Developer, Data Inquiry Team.
- Implementation Timeline: September 2011 through June 2012.

Activity #2:

- Development of horizontal and vertical data instructional teams during professional periods.
- Through the leadership of a Resident Principal from New Leaders for New Schools and two interns from the Emerging Leaders Program, teachers will be trained on the use of disaggregated student data. This will include the use of cross curriculum data, focusing on ELL's/SWD's and at risk students. Teachers will engage in the development of departmental goals, subject area goals, personal and professional goals. Activities will include: developing interim assessments, setting instructional targets, common planning, and monitoring student progress. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4 students.

Activity #3:

- Guidance Support and Intervention:
- Through the leadership of the School Guidance Counselor weekly Guidance meetings involving the analysis of data and discussion of intervention strategies will be held weekly.
- Case conferences with the participation of teachers, parents and students will be held every other week.
- Through the leadership of teacher teams, the school will develop a College and Career Preparation Seminar with emphasis on ELA and Math tutorials, college and career preparation through academic and emotional support, field trips and regular speakers in the classroom.
- Monthly assemblies will be held to provide information on school programs, e.g. after school clubs, SAT Programs, Career Exploration, Job Shadowing, Service Learning and Paid Internships,

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Training and professional development sessions for parents conducted by ELL and ELA teachers. The workshop materials will be translated and interpretation support will be provided in the dominant languages spoken in the school.
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Strategies for attracting Highly Qualified Teachers (HQT)

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- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.
- The Pupil Personnel Secretary will work closely with the Network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- All ELL's and SWD's will participate in the two CTE Literacy-based programs (Finance/Entrepreneurship), that have been established as part of the instructional program.
- Members of the New York Cares organization will work with students in developing a Cooking Club with emphasis on developing healthy eating habits and budgeting.
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- All ELL's and SWD's will participate in College and Career Preparation Seminars that emphasize ELA and Math Literacy.
- All ELL's and SWD's will participate in job shadowing and business training (e.g. Business Plan Development, Financial Literacy) as part of the CTE Program requirements.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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- Coop Student Aides (5 days a week) for after school tutorials.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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				
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	44	20	17	26	40	3	2	0
10	30	19	37	33	40	2	2	0
11	42	24	32	19	50	3	1	0
12	44	16	30	25	30	4	0	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Regents Wilson, AVID, Resource Room, Differentiated instructional strategies and modified strategies. Credit recovery support; push in instruction through ESL interventions
Mathematics	Regents Preparation, credit recovery support, tutoring AVID tutoring
Science	Regents Preparation, credit recovery support, tutoring , AVID tutoring
Social Studies	Regents Preparation, credit recovery support, tutoring, AVID tutoring
At-risk Services provided by the Guidance Counselor	AIS services outside of the classroom, individual counseling, group counseling, behavior modification, mandated services, college guidance, credit recovery interventions. Tutoring through Peer tutoring program. Regents Preparation intervention. Increased numbers of one-to one conferences with classroom teachers FBAs ; AVID counseling strategies
At-risk Services provided by the School Psychologist	Psychological evaluations, annual reviews. Parent Outreach, IEP case conferences
At-risk Services provided by the Social Worker	Parent conferences IEP case Conferences
At-risk Health-related Services	

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader C. Amundsen/ Vivian Selenikas	District 24	Borough Queens	School Number 264
School Name Academy of Finance and Enterprise			

B. Language Allocation Policy Team Composition [?](#)

Principal Gilberto Vega	Assistant Principal Victoria Armano
Coach Lynne Callender	Coach type here
ESL Teacher Susana Tressler	Guidance Counselor Jessica Herrera
Teacher/Subject Area Lorenzo Anoba/Chemistry	Parent Alberto Ruiz
Teacher/Subject Area Kelly Doyle/ Global History	Parent Coordinator Juana Santiago-Fahim
Related Service Provider Jessica Herrera/ Guidance	Other Delia Leon, College Advisor
Network Leader Vivian Selenikas	Other type here

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	425	Total Number of ELLs	33	ELLs as share of total student population (%)	7.76%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

The steps for initial identification and screening of ELL's students as well as the subsequent evaluation using the NYESLAT Exam at the AOFE are as follows:

- #1 In September, following the arrival of students during the school year, first time entrants into the NYC DOE and their parents participate in a screening process to determine whether or not the student is entitled to ESL services. The pupil personnel secretary reviews the RLER list for new arrivals or students who attended private schools but were ELLs in prior school years in the DOE system. Mrs. Schuh, pupil personnel secretary will inform the ESL teacher of new arrivals to AOFE.
- Mrs. Tressler, ESL teacher will interview the parent and the student upon registering at AOFE. The parent will be provided with the Home Language Identification Survey (HLIS). The ESL teacher provides an oral interview in English or Spanish in the parent's native language at the time of completing HLIS. Translators will be available upon request through the Department of Education Translation Services. If a newly arrived student is eligible for the LAB-R Testing, Mrs. Tressler, ESL coordinator will administered the English and Spanish LAB-R if needed within the required 10 school days. The Spanish Lab is also administered at this time for students whose home language is Spanish to determined the students literacy levels. To ensure that all ESL students take the NYSESLAT exam annually, the ESL teacher, Mrs. Tressler, double checks her current ESL list using RLER, RLAT, and RYOS reports from ATS. Mrs. Tressler shares all the information with Mrs. Armano, AP Testing Coordinator and Mr. Vega, Principal.

The LAB-R results of the hand scored is provided to the Principal to create a schedule that is aligned to the ESL mandates. Victoria Armano, LAB-BESIS Coordinator and Mrs. Tressler will conduct an individual parent orientation to inform parents of their parental options. The orientation video for Parents of English Language Learners presentation will be shown in their home language and they will be provided with assistance to complete the Program Selection Form. After the video, the parents are given the opportunity to ask questions and provided with support if they have any questions about the video or the Program Selection Form. The ESL teacher collects all the Program Selection Forms and reviews parental choice with the administration. The entitlement letters are kept in a binder with the selection forms that were completed by the parents. The ESL teacher keeps this information on record and reviews it during the school year.

- The student is scheduled to take the LAB-R test within the required 10 school days. After completion of the test, the test is hand scored. The student will be placed accordingly into an age appropriate class as determined by his/her LAB-R test hand score and parental selection of the program.
- If the student is entitled, Mrs. Armano, LAB/BESIS coordinator will check the student's exam records such as the LAB-R to verify the student's entitlement status. The NYSESLAT scores are review if the students were tested in previous school years especially with students that attended private school and came back to the public school system without passing the NYSESLAT with a proficient score.

R/BESIS scores to determine the NYSESLAT level. The ESL teacher will also look at the LAB-R for newly identified ELL's and she will use the hand score to determine the ESL instructional level. The entitlement letters are distributed and provided to students and parents. Mr. Vega, Principal will be able to do the programming for the identified ELLs. The students are placed in the correct program based on their academic needs and NYSESLAT scores. The same procedure is followed for continued entitlement letters after the results of the NYSESLAT.

- Students identified as beginners will receive 3 periods of instruction per day and support from the ESL and the general education teachers. Through Title III and all the appropriate sources, newcomers are encouraged to participate in academic intervention services (AIS) or Saturday program.
- Students identified as intermediate level will receive 2 periods of ESL instruction per day and one ELA period per day.
- Students identified as advanced level will receive 1 period of ESL instruction and one ELA period per day.

#5. The trend in program choices that parents have requested:

- The trend for the past five years has been Freestanding ESL services.
- The entitlement letters have demonstrated that their 1st choice is Freestanding ESL.
- Our enrollment of ELL's is approximately between 33 to 39 students for the past 5 years. The trend during the past five years at AOFE is for parents to opt for our free standing ESL program. In the past five years only 3 students opted to transfer to a Transitional Bilingual Program. 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.

#6. The Free Standing ESL program model at AOFE is aligned to the parents choices requests.

Part III: ELL Demographics

A. ELL Programs

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

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Dual Language (50%/50%)														0
Freestanding ESL														
Self-Contained										11	8	10	4	33
Push-In														0
Total	0	11	8	10	4	33								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	15	Special Education	9
SIFE	6	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	8

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	15	1	1	10		5	8	2	5	33
Total	15	1	1	10	0	5	8	2	5	33

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										7	7	8	5	27
Chinese														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali										1		1		2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	1	1		4
TOTAL	0	10	8	10	5	33								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7

1. a. The Freestanding ESL services are delivered through a self-contained model that identifies students' academic needs. The ESL teacher provides ESL services through a push-in model to work with the general education teacher to reinforce the curriculum across the content areas.
 - 1b. The ESL program model is set up in a heterogeneous group to support students across the four modalities which are speaking, reading, writing and listening.
- The ESL program at our school mixes the proficiency levels to support the students in groups while they are provided with ESL strategies.

A. Programming and Scheduling Information

The Academy of Finance and Enterprise has a Free-Standing Self-Contained Program.

2. The Academy of Finance and Enterprise offers an ESL program for 36 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.

3. In our school we do not have a TBE or a Dual Language Program. The instruction is delivered through a Freestanding ESL program. Instruction is provided using the workshop model which includes an opening mini-lesson, group work, and a summary of the lesson. Mrs. Tressler, ESL teacher works closely with the General Education teachers and provides them with ESL strategies to enhance student's learning. The ESL teacher and content area teachers have weekly meetings to discuss the individual needs of the ESL students in their class. The ESL teacher provides content area support by:

- Small group instruction
- Scaffolding
- Relevant Data Analysis of the NYSESLAT, Periodic Assessments, and Acuity scores
- Modelling
- Visuals
- Reading materials with various genres

There is also a focus on test taking strategies in order to prepare students for the regents exam across the content areas.

Content area 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 allows students the opportunity to acquire the academic language of the subject necessary to ensure success in the content areas. Instructional strategies applied in Balanced Literacy, Cooperative Learning, the Workshop Model, and second language acquisitions 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 take 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.

4. The newly identified ELLs students are provided with the LAB-R in English and Spanish to identify the students strengths in the four modalities. The ESL teacher will align her instruction to the academic needs of her students to reinforce the ESL methodologies. All ELLs and transitional ELLs have access to translated versions of Regents exam when available or translation glossaries. If an ELL student requires an initial evaluation for Special Education Services or a Triennial review, a request is made for a bilingual psychologist and social worker if the student or parent lacks English fluency.

5.

A. All ELL's meet the NYS ESL Learning Standards. Students are serviced by a certified ESL teacher following a self-contained 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 strategies, such as paired reading, read-alouds, retelling, graphic organizers, journals, portfolios, literature circles, etc. allow 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. In order to meet the needs of our SIFE students we have implemented the following programs:

- After school program that helps student with tutorial or regents prep
- ESL Teachers that mentors and support students academically
- Regents Prep
- Computer Lab
- Flexibility in curriculum for SIFE students based on state standards focusing on essential knowledge and skills.

B. Newcomers

A. Programming and Scheduling Information

Newcomers are provided with extra support from the ESL teacher and a peer buddy system that collaborates with supporting students in the content area that they are struggling with. These students are invited to stay for afterschool activities that will support them academically such as Regents Prep, Saturday Program or After school tutorial services. Teachers differentiate instruction by focusing on the students' strengths, skills and abilities.

C. 4-6 years

Students who have been in ESL for the past 4 to 6 years are evaluated by Mrs. Tressler, ESL teacher by reviewing the NYSESLAT scores for that year for the four modalities- Listening, Speaking, Reading and Writing. The ESL teacher compares the results of previous years of NYSESLAT scores to determine the students strengths and weaknesses in the four modalities. The ESL teachers works in collaboration with the ELA teachers to discuss the ESL strategies that can be incorporated in the lessons. They provide a number of assignments choices according to their 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, projects are designed to address various levels of understanding and proficiency. The ESL teacher and the general education teachers are able to differentiate instruction across the content areas to support the four modalities.

D. Long Term ELLs

Long term Ells students attend extended day programs and have conferences with the general education teachers across the content areas. The ESL teachers is able to analyzed students work so that instruction can meet the academic needs of her students. Ells students that have an IEP are closely monitored to make sure that these students are passing the regents exams and attend tutorial services during the after-school program. The Guidance Counselor and the ESL teacher are working hand by hand to support the students academically and emotionally to help them excel across the content areas. The ELLs students are programmed to take credit recovery classes to be able to meet the graduation requirements. There are extensive support services in place for academic intervention, tutorials, credit recovery, regents prep, Saturday program and computer lab sessions to reinforce reading and writing skills.

6. Ells students with disabilities receive the mandated services as written in the IEPs. Mrs. Armano, ESL Coordinator and Mrs. Tressler ESL teachers start the year by reviewing the IEPs and the students programs. All ELLs and SWD students have access to the same content areas curriculum as general education students. Teacher support these students through giving directions both orally and in writing, providing scaffolds such as graphic organizers, outlines, incorporating charts , graphic organizers and different levels of texts on the same content area. Teachers are using books that are suitable to Ells like adaptations of novels and series of readers by language levels. Classes are planned using interdisciplinary instruction targeting the four modalities of the language as well as academic content from other subjects. Mrs. Fahim, Parent Coordinator supports the parents by providing workshops that are geared to support the students academically at home. The content area teachers are educating parents with strategies that are going to support the instruction in the four modalities.

7. The delivery of instruction through the workshop model gives teachers the opportunity to allow students to work collaboratively during the work period and for teachers to conference with students and provide small group instruction and individualized instructional support as necessary. The ESL teacher, Guidance Counselor, and Mrs. Armano are working together to individualize a program that is going to

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Interventions:

Targeted intervention programs for ELLs in ELA, Math, and other content areas are as follows:

- extended day tutorials
- Computer lab sessions
- Saturday Regents Prep
- SAT Programs Participation

These are programs that our ELLs students are able to participate to enhanced their learning across the subject areas. Title III funds will be allocated to supplement our existing ELL program. Our Title III will have a an academic program on Saturday's Program, Regents Prep, and a focus on parental education. 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 who prepares works with student on transitional plans.
- 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. In addition, glossaries are provided and are made available to the student during Regents' Exams.

9. Transitional students are programmed into the same English class as current ELL students to support them academically. Also Transitional students are provided with testing accommodations, glossaries, extended time, and translated regents exams. These accommodations continue for two years after the student has scored proficient on the NYSESLAT. We have the guidance department monitored the progress of our transitional students to make sure that they are meeting the graduation requirements.

We support students who reach proficiency in the NYSESLAT through the training of content area teachers in the use of ESL strategies. We provide training in the areas of vocabulary development in order to support these students. In addition, we place these students in academic intervention classes where they receive additional instruction in supporting them with Regents exams, portfolio projects, etc. Also, the ESL teacher provides extra support after school by providing support in a small group setting by helping them scaffold academic language that may be found in textbooks used in the content area.

10. This year we will be infusing academic rigor through interdisciplinary themes constructed around a common topic, "Persuasion." Teachers will use UBD as a strategy to align interdisciplinary connections. This is an improvement on our annual portfolio assessment program that provides students opportunities to demonstrate learning in ways other than through tests or assessments.

11. Even though we have reduced our After School/Saturday programs due to budgetary restrictions, we continue providing support through an after school tutorial program and academic intervention classes during the course of the school day.

12. ESL students are given equal access to all school programs. Namely, business courses leading towards CTE certification, Foreign Language (Spanish)that qualify them towards an Advanced Regents diploma, our mentoring program through Citigroup, after school tutorial services, after school SAT/Regents Preparation, Advanced Placement courses, sports teams and clubs, and participation in College Now Programs through LaGuardia CC. Baruch. Devry and BMCC.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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- 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 who prepares works with student on transitional plans.
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12. ESL students are given equal access to all school programs. Namely, business courses leading towards CTE certification, Foreign Language (Spanish)that qualify them towards an Advanced Regents diploma, our mentoring program through Citigroup, after school tutorial services, after school SAT/Regents Preparation, Advanced Placement courses, sports teams and clubs, and participation in College Now Programs through LaGuardia CC, Baruch, Devry and BMCC.

13. We have equipped our school with Smart Boards for every classroom through DOE funding and grants. Teachers differentiate

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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13. We have equipped our school with Smart Boards for every classroom through DOE funding and grants. Teachers differentiate instruction through the use of Technology. Students are provided the opportunity to learn how to use technology through computer

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**Beginning****Intermediate****Advanced****C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

N/A

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. • 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 attends training sessions by registering in the Protrax 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.

- The staff is able to attend workshops and turnkey to the entire staff.

- The principal has allocated monies for the staff to receive professional development through AUSSIE on the topic of Differentiated Instruction.

2. The Guidance department, which includes the psychologist, social worker, and assistant principal assist all staff members in learning strategies to support some of the transition issues faced by our students, including ELL students. These are some of the issues we reinforce in the AVID program, organization, time management, study skills, cornell notes, and mental health. The department assist teachers in communicating effectively with parents and students as they progress academically. The parent coordinator can always be of support to the family and to answer any questions. The guidance department can also referred students for outside counseling or services. Through the use of data inquiry, we examine closely the data of ESL students transitioning from middle school and who may be new to our school. Through the analysis of data teachers obtain a good idea of their needs and their performance levels in Reading, Writing, Listening and Speaking. This data is used to program students accordingly so that they can be provided with appropriate instructional services. Furthermore, this data is use to inform instruction. Teachers are provided the opportunity to work in teams to plan lessons and activities that address the individual needs of all students.

3. We evaluate the needs of the parents by conducting a survey. In the survey we can arrange for specific workshops that will support parents in areas concerning the academic and emotional aspect of their children. The parent coordinator inform parents of the workshops and we manage to get presenters in English and Spanish. Translators are also provided when needed.

We provide ELL Training as follows:

Workshop No. 1: SEPTEMBER: 2011

Discuss the Articles

1. "Reaching Out to Immigrant Parents"
2. "Give Me Shelter: Reading Limited English Proficiency Learners"

View the video tape "Models for Teaching" 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.

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.

Workshop No. 2: OCTOBER 2011

Audience: TEACHERS, PARENTS

View the video tape "Teaching Strategies #1"

View sample ESL lesson plans

D. Professional Development and Support for School Staff

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Furthermore, this data is use to inform instruction. Teachers are provided the opportunity to work in teams to plan lessons and activities that address the individual needs of all students.

3. We evaluate the needs of the parents by conducting a survey. In the survey we can arrange for specific workshops that will support parents in areas concerning the academic and emotional aspect of their children. The parent coordinator inform parents of the workshops and we manage to get presenters in English and Spanish. Translators are also provided when needed.

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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.

Workshop No. 2: OCTOBER 2011

Audience: TEACHERS, PARENTS

View the video tape "Teaching Strategies #1"

View sample ESL lesson plans

Teachers will learn different teaching strategies that will help scaffold their lessons and help ELL's understand the subject being presented. After analyzing different ESL sample lesson plans, teachers will engage in designing lessons that are suited for their discipline.

Workshop No. 3: NOVEMBER 2011

AUDIENCE: TEACHERS

View the video tape "Teaching Strategies #2"

View sample ESL lesson plans

Teachers will work collaboratively to design interdisciplinary lessons that utilize a variety of scaffolding strategies for ELL's. Teachers will plan collaboratively projects that focus on the strategies taught in the ESL class.

Workshop No. 4: DECEMBER 2011

AUDIENCE: TEACHERS

View video tape: "Ensuring Success in All Classrooms"

Teachers will become familiar with a variety of assessments appropriate for use with ELL's, and understand how to modify assessments for ELL's.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
<p>1. Professional development plan for all personnel working with ELL's</p> <p>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 in the year. Following is a professional development plan for the year.</p> <p>100% 75% 50% 25%</p>	<p style="text-align: center;">Dual Language</p> <p>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 the classroom.</p> <p>100% 75% 50% 25%</p>
<p>2. The Guidance department, which includes the psychologist, social worker, and assistant principal assist all staff members in learning strategies to support some of the transition issues faced by our students, including ELL students. These are some of the issues we reinforce in the AVID program: organization, time management, and study skills.</p> <p>100% 75% 50% 25%</p>	<p style="text-align: center;">Freestanding ESL</p> <p>The principal has allocated money for the staff to receive professional development through RESLE on the topic of Differentiated Instruction.</p> <p>100% 75% 50% 25%</p>
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

Of data inquiry, we examine closely the data of ESL students transitioning from middle school and who may be new to our school.

Through the analysis of data teachers obtain a good idea of their needs and their performance levels in Reading, Writing, Listening and Speaking. This data is used to program students accordingly so that they can be provided with appropriate instructional services. Furthermore, this data is use to inform instruction. Teachers are provided the opportunity to work in teams to plan lessons and activities that address the individual needs of all students.

3. We evaluate the needs of the parents by conducting a survey. In the survey we can arrange for specific workshops that will support parents in areas concerning the academic and emotional aspect of their children. The parent coordinator inform parents of the workshops and we manage to get presenters in English and Spanish. Translators are also provided when needed.

We provide ELL Training as follows:

Workshop No. 1: SEPTEMBER: 2011

Discuss the Articles

1. "Reaching Out to Immigrant Parents"
2. "Give Me Shelter: Reading Limited English Proficiency Learners"

View the video tape "Models for Teaching" 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.

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.

Workshop No. 2: OCTOBER 2011

Audience: TEACHERS, PARENTS

View the video tape "Teaching Strategies #1"

View sample ESL lesson plans

Teachers will learn different teaching strategies that will help scaffold their lessons and help ELL's understand the subject being presented. After analyzing different ESL sample lesson plans, teachers will engage in designing lessons that are suited for their discipline.

Workshop No. 3: NOVEMBER 2011

AUDIENCE: TEACHERS

View the video tape "Teaching Strategies #2"

View sample ESL lesson plans

Teachers will work collaboratively to design interdisciplinary lessons that utilize a variety of scaffolding strategies for ELL's.

Teachers will plan collaboratively projects that focus on the strategies taught in the ESL class.

Workshop No. 4: DECEMBER 2011

AUDIENCE: TEACHERS

View video tape: "Ensuring Success in All Classrooms"

Teachers will become familiar with a variety of assessments appropriate for use with ELL's, and understand how to modify assessments for ELL's.

Teachers will also develop awareness for the challenges of assessing learning disabilities in students with limited English proficiency, as

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. All parents, including ELLs are informed of school events through our weekly bulletin, school messengers, flyers, all which are translated. Parents are encourage to attend events as college fairs, family Thanksgiving Dinners, talent shows, award nights, and sport events. Monthly workshops on a variety of topics, including graduation requirements, college fairs, financial aid, teen issues, are offered to parents to support the bond between teachers and students. The parents of ELL students are actively involved in our school. They participate in monthly meetings where translators are provided. Parents assist by attending trips and fundraising events. Also, we have Adolescent Psychology classes available in order support them.

2. We have a number of partners that work very closely with our parents. For instance, we have on-going Adolescent Psychology classes through Yankelevich Educational Services. At this workshops parents learn about the transition to the American culture, how to identify problems that children may have and learn ways to support their children. We also, offer workshops on Savings, Investing and Financial Aid through the assistance and support from volunteers from Citigroup.

3. The needs of parents are evaluated through surveys given to them at PTA meetings, School Leadership Team meetings, Parent Teacher Conferences as well as, the Annual DOE school survey. Based on the responses to these surveys, we provide support to parents as needed. We have established a community of learners and parental involvement is crucial for our success, especially our ELL students.

4. Offering parents the opportunity to feel part of the school community is a genuine priority at AOFE. Our parents are kept abreast of all the school events that are taking place at the school and in the community. At AOFE parent are provided with the academic tools to support their children academically and emotionally. Parental activities address their needs and of their children to help them meet the demands of graduation requirements. Parents feel comfortable asking questions and sharing concerns to support their children academic successs and beyond.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Interventions:

Targeted intervention programs for ELLs in ELA, Math, and other content areas are as follows:

- extended day tutorials
- Computer lab sessions
- Saturday Regents Prep
- SAT Programs Participation

These are programs that our ELLs students are able to participate to enhanced their learning across the subject areas. Title III funds will be allocated to supplement our existing ELL program. Our Title III will have a an academic program on Saturday's Program, Regents Prep

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Interventions:

Targeted intervention programs for ELLs in ELA, Math, and other content areas are as follows:

- extended day tutorials
- Computer lab sessions
- Saturday Regents Prep
- SAT Programs Participation

These are programs that our ELLs students are able to participate to enhanced their learning across the subject areas. Title III funds will be allocated to supplement our existing ELL program. Our Title III will have a an academic program on Saturday's Program, Regents Prep, and a focus on parental education. 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 who prepares works with student on transitional plans.
- 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. In addition, glossaries are provided and are made available to the student during Regents' Exams.

9. Transitional students are programmed into the same English class as current ELL students to support them academically. Also Transitional students are provided with testing accommodations, glossaries, extended time, and translated regents exams. These accommodations continue for two years after the student has scored proficient on the NYSESLAT. We have the guidance department monitored the progress of our transitional students to make sure that they are meeting the graduation requirements.

We support students who reach proficiency in the NYSESLAT through the training of content area teachers in the use of ESL strategies. We provide training in the areas of vocabulary development in order to support these students. In addition, we place these students in academic intervention classes where they receive additional instruction in supporting them with Regents exams, portfolio projects, etc. Also, the ESL teacher provides extra support after school by providing support in a small group setting by helping them scaffold academic language that may be found in textbooks used in the content area.

10. This year we will be infusing academic rigor through interdisciplinary themes constructed around a common topic, "Persuasion." Teachers will use UBD as a strategy to align interdisciplinary connections. This is an improvement on our annual portfolio assessment program that provides students opportunities to demonstrate learning in ways other than through tests or assessments.

11. Even though we have reduced our After School/Saturday programs due to budgetary restrictions, we continue providing support through an after school tutorial program and academic intervention classes during the course of the school day.

12. ESL students are given equal access to all school programs. Namely, business courses leading towards CTE certification, Foreign Language (Spanish)that qualify them towards an Advanced Regents diploma, our mentoring program through Citigroup, after school tutorial services, after school SAT/Regents Preparation, Advanced Placement courses, sports teams and clubs, and participation in College Now Programs through LaGuardia CC, Baruch, Devry and BMCC.

13. We have equipped our school with Smart Boards for every classroom through DOE funding and grants. Teachers differentiate

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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8. Interventions:

Targeted intervention programs for ELLs in ELA, Math, and other content areas are as follows:

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- 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 who prepares works with student on transitional plans.
- 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. In addition, glossaries are provided and are made available to the student during Regents' Exams.

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12. ESL students are given equal access to all school programs. Namely, business courses leading towards CTE certification, Foreign Language (Spanish)that qualify them towards an Advanced Regents diploma, our mentoring program through Citigroup, after school tutorial services, after school SAT/Regents Preparation, Advanced Placement courses, sports teams and clubs, and participation in College Now Programs through LaGuardia CC, Baruch, Devry and BMCC.

13. We have equipped our school with Smart Boards for every classroom through DOE funding and grants. Teachers differentiate instruction through the use of Technology. Students are provided the opportunity to learn how to use technology through computer

Additional Information

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. • 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 attends training sessions by registering in the Protrax 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.
- The staff is able to attend workshops and turnkey to the entire staff.
- The principal has allocated monies for the staff to receive professional development through AUSSIE on the topic of Differentiated Instruction.

2. The Guidance department, which includes the psychologist, social worker, and assistant principal assist all staff members in learning strategies to support some of the transition issues faced by our students, including ELL students. These are some of the issues we reinforce in the AVID program, organization, time management, study skills, cornell notes, and mental health. The department assist teachers in communicating effectively with parents and students as they progress academically. The parent coordinator can always be of support to the family and to answer any questions. The guidance department can also referred students for outside counseling or services. Through the use of data inquiry, we examine closely the data of ESL students transitioning from middle school and who may be new to our school. Through the analysis of data teachers obtain a good idea of their needs and their performance levels in Reading, Writing, Listening and Speaking. This data is used to program students accordingly so that they can be provided with appropriate instructional services. Furthermore, this data is use to inform instruction. Teachers are provided the opportunity to work in teams to plan lessons and activities that address the individual needs of all students.

3. We evaluate the needs of the parents by conducting a survey. In the survey we can arrange for specific workshops that will support parents in areas concerning the academic and emotional aspect of their children. The parent coordinator inform parents of the workshops and we manage to get presenters in English and Spanish. Translators are also provided when needed.

We provide ELL Training as follows:

Workshop No. 1: SEPTEMBER: 2011

Discuss the Articles

1. "Reaching Out to Immigrant Parents"

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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• The principal has allocated monies for the staff to receive professional development through AUSSIE on the topic of Differentiated Instruction.

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We provide ELL Training as follows:

Workshop No. 1: SEPTEMBER: 2011

Discuss the Articles

1. "Reaching Out to Immigrant Parents"

2. "Give Me Shelter: Reading Limited English Proficiency Learners"

View the video tape "Models for Teaching" 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.

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.

Workshop No. 2: OCTOBER 2011

Audience: TEACHERS, PARENTS

View the video tape "Teaching Strategies #1"

View sample ESL lesson plans

Teachers will learn different teaching strategies that will help scaffold their lessons and help ELL's understand the subject being presented. After analyzing different ESL sample lesson plans, teachers will engage in designing lessons that are suited for their discipline.

Workshop No. 3: NOVEMBER 2011

AUDIENCE: TEACHERS

View the video tape "Teaching Strategies #2"

View sample ESL lesson plans

Teachers will work collaboratively to design interdisciplinary lessons that utilize a variety of scaffolding strategies for ELL's. Teachers will plan collaboratively projects that focus on the strategies taught in the ESL class.

Workshop No. 4: DECEMBER 2011

AUDIENCE: TEACHERS

View video tape: "Ensuring Success in All Classrooms"

Teachers will become familiar with a variety of assessments appropriate for use with ELL's, and understand how to modify assessments for ELL's.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. • 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 attends training sessions by registering in the Protrax 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.
- The staff is able to attend workshops and turnkey to the entire staff.
- The principal has allocated monies for the staff to receive professional development through AUSSIE on the topic of Differentiated Instruction.

2. The Guidance department, which includes the psychologist, social worker, and assistant principal assist all staff members in learning strategies to support some of the transition issues faced by our students, including ELL students. These are some of the issues we reinforce in the AVID program, organization, time management, study skills, cornell notes, and mental health. The department assist teachers in communicating effectively with parents and students as they progress academically. The parent coordinator can always be of support to the family and to answer any questions. The guidance department can also referred students for outside counseling or services. Through the use of data inquiry, we examine closely the data of ESL students transitioning from middle school and who may be new to our school. Through the analysis of data teachers obtain a good idea of their needs and their performance levels in Reading, Writing, Listening and Speaking. This data is used to program students accordingly so that they can be provided with appropriate instructional services. Furthermore, this data is use to inform instruction. Teachers are provided the opportunity to work in teams to plan lessons and activities that address the individual needs of all students.

3. We evaluate the needs of the parents by conducting a survey. In the survey we can arrange for specific workshops that will support parents in areas concerning the academic and emotional aspect of their children. The parent coordinator inform parents of the workshops and we manage to get presenters in English and Spanish. Translators are also provided when needed.

We provide ELL Training as follows:

Workshop No. 1: SEPTEMBER: 2011

Discuss the Articles

1. "Reaching Out to Immigrant Parents"
2. "Give Me Shelter: Reading Limited English Proficiency Learners"

View the video tape "Models for Teaching" 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.

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.

Workshop No. 2: OCTOBER 2011

Audience: TEACHERS, PARENTS

View the video tape "Teaching Strategies #1"

View sample ESL lesson plans

Teachers will learn different teaching strategies that will help scaffold their lessons and help ELL's understand the subject being presented. After analyzing different ESL sample lesson plans, teachers will engage in designing lessons that are suited for their discipline.

Workshop No. 3: NOVEMBER 2011

AUDIENCE: TEACHERS

View the video tape "Teaching Strategies #2"

View sample ESL lesson plans

Teachers will work collaboratively to design interdisciplinary lessons that utilize a variety of scaffolding strategies for ELL's.

Teachers will plan collaboratively projects that focus on the strategies taught in the ESL class.

Workshop No. 4: DECEMBER 2011

AUDIENCE: TEACHERS

View video tape: "Ensuring Success in All Classrooms"

Teachers will become familiar with a variety of assessments appropriate for use with ELL's, and understand how to modify assessments for ELL's.

Teachers will also develop awareness for the challenges of assessing learning disabilities in students with limited English proficiency, as

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. All parents, including ELLs are informed of school events through our weekly bulletin, school messengers, flyers, all which are translated. Parents are encourage to attend events as college fairs, family Thanksgiving Dinners, talent shows, award nights, and sport events. Monthly workshops on a variety of topics, including graduation requirements, college fairs, financial aid, teen issues, are offered to parents to support the bond between teachers and students. The parents of ELL students are actively involved in our school. They participate in monthly meetings where translators are provided. Parents assist by attending trips and fundraising events. Also, we have Adolescent Psychology classes available in order support them.

2. We have a number of partners that work very closely with our parents. For instance, we have on-going Adolescent Psychology classes through Yankelevich Educational Services. At this workshops parents learn about the transition to the American culture, how to identify problems that children may have and learn ways to support their children. We also, offer workshops on Savings, Investing and Financial Aid through the assistance and support from volunteers from Citigroup.

3. The needs of parents are evaluated through surveys given to them at PTA meetings, School Leadership Team meetings, Parent Teacher Conferences as well as, the Annual DOE school survey. Based on the responses to these surveys, we provide support to parents as needed. We have established a community of learners and parental involvement is crucial for our success, especially our ELL students.

4. Offering parents the opportunity to feel part of the school community is a genuine priority at AOFE. Our parents are kept abreast of all the school events that are taking place at the school and in the community. At AOFE parent are provided with the academic tools to support their children academically and emotionally. Parental activities address their needs and of their children to help them meet the demands of graduation requirements. Parents feel comfortable asking questions and sharing concerns to support their children academic successs and beyond.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0	0	0	0	0
Intermediate(I)										5	5	3	1	14
Advanced (A)										5	3	7	4	19
Total	0	0	0	0	0	0	0	0	0	10	8	10	5	33

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I										1	1	1	0
	A										2	3	6	4
	P										3	2	3	0
READING/ WRITING	B										0	0	0	0
	I										5	5	3	1
	A										1	0	5	1
	P										0	1	2	2

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
3							0
4							0
5							0
6							0
7							0
8							0
NYSAA Bilingual Spe Ed							0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5		5	
Integrated Algebra	19	4	17	4
Geometry	12	2	11	2
Algebra 2/Trigonometry	4		3	
Math				
Biology				
Chemistry	1		1	
Earth Science	8	2	5	2
Living Environment	18	5	12	5
Physics				
Global History and Geography	12	4	7	4
US History and Government	6		6	
Foreign Language		15		15
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

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

Paste response to questions 1-6 here

- N/A
- After reviewing our data, we found that Ell's need more support in Reading/Writing. We found that students that are long term Ells have not passed the NYSESLAT due to that they are struggling with reading and writing skills. These students need extra support in these two

Additional Information

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

Part VI: LAP Assurances

School Name: Academy of Fin. & Enter

School DBN: 24q264

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gilberto Vega	Principal		12/1/11
Victoria Armano	Assistant Principal		12/1/11
Juana Santiago-Fahim	Parent Coordinator		12/1/11
Susanna Tressler	ESL Teacher		12/1/11
Andra Raghunandan	Parent		12/1/11
Victoria Franzese/Sp. Edu.	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		12/1/11
Lynne Callender	Coach		12/1/11
	Coach		12/1/11
Jessica Herrera	Guidance Counselor		12/1/11
Vivian Selenikas	Network Leader		12/1/11
	Other		12/1/11
	Other		12/1/11
Gilberto Vega	Other		12/1/11
	Other		12/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q264 **School Name:** ACADEMY OF FINANCE AND ENTERPRISE

Cluster: 2 **Network:** 2.02

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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Academy of Finance and Enterpr	DBN: 24Q264
Cluster Leader: Charles Amundsen	Network Leader: Vivian Selenikas
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 32 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our Title III Language Instruction Program focuses on providing additional support in ESL and across content area subjects through small group tutorial services. We plan to have an after school program to provide support to the ELL students. This program will meet after school on Tuesdays and Thursdays from 3:15-4:30 p.m. from October 2011 - June 2012. The purpose of this program is to provide assistance with homework and portfolio projects. We will have one ESL teacher providing support to students.

We will also provide After School Regents Preparation and Credit Recovery. The purpose of this program will be to assist individual ELL students with preparation for Regents Exams. Also, we want to help those who fallen behind in credits with credit recovery classes. We will have two teachers working with Study Island Regents Preparation and Credit Recovery curriculum supporting the students. This program will be held from September 2011 until June 2012. We will target all ESL students, specifically, 19 Advanced and 14 Intermediate. 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.

Part C: Professional Development

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

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

Begin description here:

Rationale:

To provide teachers with a variety of instructional models for assisting English Language learners and ways in which schools welcome immigrant families into the school community.

September 2011: Target: 25 Teachers (All teachers at the Academy of Finance and Enterprise)

Part C: Professional Development

Duration: 55 minutes (As part of the weekly professional development program)

Topics:

Discuss the Articles: "Reaching Out to Immigrant parents," "Give me Shelter: Reading Limited English Proficiency Learners."

Name of providers: Susana Tressler--ESL teacher, Victoria Armano, A.P. ESL/Special Ed.

Rationale:

To discuss approaches to working with students who are ELL's, methods for teaching English language skills through content, and ways to support families of ELL's as they take an active role in their children's learning.

October 2011: Target: 25 Teachers (All teachers at the Academy of Finance and Enterprise)

Duration: 55 Minutes (As part of the weekly professional development program)

Topics: Discuss article: "Give me Shelter: Reading for Limited English Proficiency Learners." View the video tape, "Models for Teaching."

Names of Providers: Susana Tressler, ESL Teacher; Victoria Armano, A.P. ESL/Spec. Ed.

Rationale: To provide teachers with strategies that will help them scaffold their lessons and help ELL's understand the subject being presented

November 2011: Target: 25 Teachers (All teachers at the Academy of Finance and Enterprise)

Duration: 55 Minutes (As part of the weekly professional development program)

Topics: View the video, "Teaching Strategies #1" View Sample Lesson Plans

Names of Providers: Susana Tressler, ESL teacher; Victoria Armano, A.P. ESL/Spec. Ed.

Rationale:

To work collaboratively to design interdisciplinary lessons that utilize a variety of scaffolding strategies for ELL's.

December 2011: Target: 25 Teachers (All teachers at the Academy of Finance and Enterprise)

Duration: 55 Minutes (As part of the weekly professional development program)

Topics: View the video: "Teaching Strategies #2", View sample ESL plans

Part C: Professional Development

Names of providers: Susana Tressler, ESL teacher; Victoria Armano, A.P. ESL/Spec. Ed.

Rationale: To help students become familiar with modified instruction that helps students with diverse needs and learning styles to master the same challenging content as the mainstream students.

January 2012: Target: 25 Teachers (All teachers at the Academy of Finance and Enterprise)

Duration: 55 Minutes (As part of the weekly professional development program)

Topic: Differentiated methods of instruction, content and product.

Names of providers: Susana Tressler, ESL teacher, Victoria Armano, A.P. ESL/Spec. Ed.

Rationale: To support teachers in the development of strategies that will help ESL students become more exposed to language. Teachers will become familiar with phonemic awareness, phonics, reading fluency, including oral skills, vocabulary development and reading comprehension strategies in an effort to aide ESL students in becoming academically literate.

February/March 2012: Target: 25 Teachers (All teachers at the Academy of Finance and Enterprise)

Duration: 55 minutes X 2 sessions = 110 minutes (As part of the weekly professional development program)

Topic: Overview of Rtl: Planning an Rtl Program for Ell's

Presenters: Victoria Franzese--Special Ed. Coordinator, Victoria Armano, A.P. ESL/Spec. Ed.

Part D: Parental Engagement Activities

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

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

Begin description here:

Strategies to increase parental involvement

Rationale: Parental involvement is at the core of student success. Supporting the parents of ELL students can be challenging, especially because of language factors. Since the majority of the ELL students in our school are Spanish-speaking, we have made a great effort to hire bilingual Spanish-speaking staff (School-Aide, Parent Coordinator, Paraprofessional).

Part D: Parental Engagement Activities

On-going activities: September 2011-February 2012

September 2011: Target: 33 parents:

Duration: 60 minutes

Topic: ELL Parent Orientation Meeting to discuss ELL Program features, requirements and options.

Providers: Victoria Armano, A.P. ESL/Spec. Ed; Juana Santiago-Fahim, Parent Coordinator

Rationale: School staff, including the Parent Coordinator will attend regularly scheduled parent and school meetings (e.g. SLT, Annual Title I Parent Meeting, Title I Parent Committee, Monthly PTA Meetings) will share information and respond to parent questions and other inquiries.

Schedule: On-going: September 2011-June 2012

Duration: SLT: 3 hours monthly, Title I Parent meeting: 60 minutes; Title I Parent Committee: 60 minutes; Monthly PTA meeting: 120 minutes; Parent-Teacher conferences: 180 minutes

Rationale: The Parent Coordinator will provide support to parents of ELL students by conducting monthly workshops. These workshops have the purpose of providing parents first hand information on school resources, strategies and ways to monitor student progress.

On-going Activities: November 2011-June 2012.

Duration: 90 minutes each

Topics:

The Road to College: November 2011

FAFSA Applications: January 2011

ARIS Parent Link: February 2012

Using the Internet: Setting Up Accounts to gain access to the school website: March 2012

Accessing School Resources: Career Cruising/Connect Edu: April 2012

Presenter: Juana Santiago-Fahim, Parent Coordinator

Rationale: To provide parents with strategies to deal with daily situations and ways to support their children's emotional, social and academic development:

Duration: 90 minutes each

Topics:

Learning Difficulties: Early Detection and Ways to Help Children: November 2011

Part D: Parental Engagement Activities

Detecting Depression and Anxiety in Children: Understanding Causes, and Helping Techniques, December 2011

Improving Communication with Adolescents: January 2012

Literacy Skills: What are some strategies that can help my child improve his/her reading and writing skills, and Math Skills: What are some strategies that can help my child improve his/her reading and writing skills: February 2012

Each workshop will be \$500.

Presenter: Dr. Iris Yankelevich--Yankelevich Educational Services

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
TOTAL	\$	