



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** ACADEMY OF FINANCE AND ENTERPRISE

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

**PRINCIPAL:** VICTORIA ARMANO    **EMAIL:** VARMANO@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
Victoria Armano	*Principal or Designee	Victoria Armano
Jessica Herrera	*UFT Chapter Leader or Designee	Jessica Herrera
Nandini Raghunandan	*PA/PTA President or Designated Co-President	Nandini Raghunandan
Juana Santiago-Fahim	DC 37 Representative, if applicable	Juana Santiago-Fahim
Josuel Plasencia Melissa Ruiz	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	Josuel Plasencia Melissa Ruiz
Carolina Miqui	Parent- Observer	Carolina Miqui
Alberto Ruiz	Member/Parent	Alberto Ruiz
Luz D. Serna	Member/Parent	Luz D. Serna
Nelson Valerio	Member/Parent	Nelson Valerio
Maria Vidal	Member/Parent	Maria Vidal
Lorenzo Anoba	Member/Teacher	Lorenzo Anoba
Kerry Doyle	Member/Teacher	Kerry Doyle
Ahuva Itzkovich	Observer/Assist. Principal	Ahuva Itzkovich

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **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**

- By June 2013, integration of technology in the classroom will be accomplished in all content areas. 100% of the classroom will be fully equipped with a Smart Board, secured laptop computer and other related equipment. 100% of the teachers will be fully trained on the use of the Smart Board.

### **Comprehensive needs assessment**

- Peer Quality Review Report for 2011-12, addressed the need to enhance teacher skills in the integration of technology in the classrooms to facilitate a real world application of learning.

### **Instructional strategies/activities**

- Teachers will work in grade and department meetings to develop units and enhance lessons that are vertically and horizontally aligned to the common core standards and integrate the use of technology (i.e. e-books, graphic calculators, Sketchpads, Ipads, laptops, etc.).
- An Information Technology Specialist (IT) has been hired to support the implementation of IT support.
- Professional Development will be provided to all teachers in the use of Smart Boards and other related equipment (i-pads and laptops) that will be used to support instruction. Teachers will meet in common planning and will have the opportunity to develop a technology integrated lesson. (i.e. lesson using sketch pads in geometry, virtual labs in sciences classes, etc. )
- Through data collection and assessments, teachers will create lesson plans that will emphasize in depth at student's work.
- By January 29<sup>th</sup> all equipment will be installed and fully operating.
- IT Specialist will provide in-service training on the use of Smart Board and related equipment on a one-to-one basis during the first week. The IT Specialists will also provide support during common planning as needed.
- By mid April 2013 all content area teachers should be able to showcase a technology integrated unit. Teachers will address the following evidence: planning, implementation, assessment and analysis of outcome.
- Implementation Timeline: September 2012 through June 2013

Evidence will be collected:

- Teacher Team professional schedules.
- Agendas/ Attendance for professional meetings.
- Pre- and Post assessment developed during professional periods.
- Units and Lesson Plans developed during common planning sessions.
- Portfolio projects developed that address Citywide Expectations.

- Professional Development Plan.

**Strategies to increase parental involvement**

- Parent coordinator will provide workshops to inform parents as to the technological needs that may be required to complete any assignments generated from the implementation of this goal. In conjunction with the guidance counselor, any student, with an identified need for access to technology will be provided with alternative resources.

**Budget and resources alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy     X   Title I              Title IIA              Title III              Grants              Other

If other is selected describe here:

**Service and program coordination**

- As a Title 1 School-wide 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 2012-13 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, resources for credit recovery and regents exam preparation.
- The students in Temporary Housing were provided with IT 84 calculators to support the curriculum.

## **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**

- By June 2013, all students will demonstrate progress toward achieving Common Core Learning Standards as measure by at least 5% increase in the geometry regents.

### **Comprehensive needs assessment**

- After reviewing the 2011-12 geometry regent's scores which indicated that 69% of AOFE students achieved a passing score.

### **Instructional strategies/activities**

- Strategies and activities will consist of infusing literacy in math; develop inquiry based lessons to deepen the knowledge of the concept, higher order inquiry based questioning techniques, introducing the use of technology (i.e. use of manipulative, sketch pad, video clips, emulators for graphic calculator, etc.) will help support the instruction.
- The use of various teaching strategies and differentiated lessons will provide the means for targeting different learning styles.
- Teachers will work in vertical and horizontal teams to effectively aligned the curriculum during common planning and departmental meetings.
- An Aussie consultant will provide professional development to the teachers regarding differentiation, inquiry and alignment to common core standards.
- A unified pacing calendar with cycles of assessment with an appropriate rubric will be developed by the teachers and submitted to Mrs. Itzkovich, Assistant Principal. By February 2013, the pacing calendar will be in place. Units will be infused with literacy elements (vocabulary, information text, articles, and Cornell note taking. Teachers will use technology to enhance lessons and facilitate differentiation of instruction as well as target different learning styles.
- Implementation Timeline: September 2012 through June 2013

Evidence will be collected:

- Teacher Team professional schedules
- Agendas/ Attendance for professional meetings
- Pre- and Post assessment developed during professional periods
- Unit and Lesson Plans developed during common planning sessions.
- Portfolio projects developed that address the Citywide Expectations.
- Professional Development Plan.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parent coordinator will include description of use of a pacing calendar to have parents informed as to the need for students to read and prepare before lessons. This information will be included in the orientation and/or AIS workshops or in one-to-one basis as needed. Parents will also be informed as to the resources that students can use to help them with homework as well as the support of the school website.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- As a Title 1 School-wide 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 2012-13 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, resources for credit recovery and regents exam preparation.
- The students in Temporary Housing were provided with IT 84 calculators to support the curriculum.

### **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**

- **By June 2013, there will be a 5% increase in the number of students in the 10<sup>th</sup> Grade achieving proficiency in the 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.
- After reviewing the 2011-12 ELA Regent scores for 10<sup>th</sup> grade at least a 35% achieved proficiency in the ELA regent's exam. Rigorous College Now Courses are offered to AOFE for students that begin as early as the 10<sup>th</sup> grade. Based on this assessment and data, students are able to apply to all courses offered by partner Colleges and maximize the student's opportunity to qualify to take a College Now Courses.
- An analysis of the schools' performance during the past three years revealed that the percentage of students passing the ELA exam is above the citywide percentage. However, the benchmark needed for college now enrollment is above 75 to have a proficient score to maximize the students opportunity to be admitted in the college now program.

#### **Instructional strategies/activities**

- Infuse reading strategies in classroom instruction and questioning techniques through inquiry to increase depth of knowledge.
- Portfolio assessment will be implemented across the content areas.
- Teachers will engage in interdisciplinary project-based planning that incorporates the common core learning standards.
- Student portfolios will reflect student achievement in the application of rigor.
- Adoption of a school wide vocabulary enhancement initiative has been implemented.
- Teachers will conduct informal assessment weekly and benchmark assessment that will provide the students with information as to their progress.
- The Wilson program will address the academic needs of special education and ELLs students who lack decoding and comprehension skills.
- The key personnel responsible to meet our goal are: Teachers, Administration, Guidance Counselor, College Advisor and Parent Coordinator.
- Implementation Timeline: September 2012 through June 2013

Evidence will be collected:

- Teacher Team professional schedules
- Agendas/ Attendance for professional meetings

- Pre- and Post assessment developed during professional periods
- Unit and Lesson Plans developed during common planning sessions.
- Portfolio projects developed that address the Citywide Expectations.
- Professional Development Plan.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parent Coordinator will facilitate workshops to parents on how to infuse and increase reading and writing at home.
- Parent Workshops will be provided in literacy skills, testing strategies and test anxiety, time management.
- Resource Workshop will be provided through use of AOFE school website.
- Continuing the support of The IVY KEY program an afterschool program paid by parents that reinforces reading and writing skills and test taking strategies.

**Budget and resources alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 X \_\_\_\_\_ Tax Levy    X \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- As a Title 1 School-wide 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 2012-13 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, resources for credit recovery and regents exam preparation.
- The students in Temporary Housing were provided with IT 84 calculators to support the curriculum.

### **ANNUAL GOAL #4 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 #4**

- **By June 2013, a rigorous integration of College, Career, and Citizenship Readiness will be accomplished by increase of 5%. 100% AOFE students will be provided with a strong and rigorous academic and technology based college, career, and citizenship readiness curriculum.**

#### **Comprehensive needs assessment**

- The Progress Report in 2011-12 indicated that 63.7% of AOFE students are College and Career Ready. By infusing a rigorous curriculum school-wide we will increase the college and career readiness percentage by 5%.

#### **Instructional strategies/activities**

- Professional Development will be given on the following topics: Pre- and Post Assessments by grade, Analyzing surveys, Career Cruising Workshops, and ConnectEdu. Vertical and Horizontal alignment of curriculum.
- All English teachers, Business Teachers, AVID Teachers, Guidance Counselor, College Advisor, Parent Coordinator, Administrators.
- Principal, Assistant Principal and AUSSIE consultant will support the staff development.
- Off-campus Professional Development in AVID, CUNY, and SUNY.
  
- Implementation September 2012 through June 2013.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- School Staff, including the parent coordinator will attend regularly schedules parents and school meetings (e.g. SLT, Annual Title I parent meeting, Title I parent committee, monthly PTA meeting) will share the information and response to parent question and other inquiries.
- School events (e.g. Parent Teacher Conferences). Informal Workshops will be conducted by the Parent Coordinator on strategies that can be applied by parents to support students.
- Parent Coordinator will conduct ongoing workshops on: How to use ARIS-Parent Link, The Road To College, FAFSA/ Financial Aid to pay for college, How to use Career Cruising and ConnectEdu, as well as resources from the school website.
- 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 the child's learning and monitor student's progress.

**Budget and resources alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X  Tax Levy     X  Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- As a Title 1 School-wide 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 2012-13 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, resources for credit recovery and regents exam preparation.
- The students in Temporary Housing were provided with IT 84 calculators to support the curriculum.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p><b><u>Wilson Program</u></b></p> <p>The students are given support via strategies in vocabulary and decoding skills. Students are provided with non-fiction reading strategies.</p> <p>After School Regents Prep</p>	<p>Students are provided with Wilson classes 5 days a week.</p> <p>ELL's and Special Education students receive additional support in ELA through small group instruction.</p>	<p>Services are provided during the school day with additional support after school and on Saturdays.</p>
Mathematics	<p>Tutorial (Teacher)</p> <p>Students receive additional classes in the respective disciplines of integrated algebra, Geometry, and Algebra 2/ Trigonometry after failing the N.Y.S. Regents' Exam in any one of these subjects. We provide After School Regents Prep.</p>	<p>Our method of delivery is extensive. We offer small group instruction through teacher professional assignments mostly in small groups.</p>	<p>After School and Saturday</p> <p>Small group instruction is held during the day and the Regent's tutoring occurs during Saturday. Our peer tutoring program occurs during the day and after school.</p>

Science	Tutorial (Teacher) After School Regents Prep is provided for students to be able to do make-up labs. Delivered instruction in the various courses areas such as Living Environment, Chemistry, Earth Science and Physics.	Students who failed the NYS Regents Examination in Living Environment, Earth Science, and Chemistry receive support through whole group and small group instruction.	After School and Saturday  <b><u>Make- up Lab-</u></b> Delivered during the school day. Students are provided with additional Regent's prep for Living Environment, Earth Science and Chemistry.
Social Studies	Students are given support through tutoring during After School Regents Prep. Students that have failed the Global Regent's exam and US History are provided with a Saturday Program to reinforce the curriculum and writing strategies.	Small group instruction is provided to students that have failed the Regent's exam.	After School and Saturday programs are implemented to support the curriculum. Writing strategies are embedded in the lesson to help students improve their essays.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At mandated and at risk counseling services are provided by Guidance Counselor and Psychologist.	One-to-one and or small groups sessions	<i>During school day and After School</i>

	<p>Guidance Meetings are provided on a weekly basis to support students that are at-risk. Teachers are able to discuss the academic skills of their students and create an action plan to support students across the subject areas.</p> <p>Conference Meetings are provided with the student, teacher and parent to go over the action plan and to discuss how we can support the student socially, personally and academically.</p> <p>Services for transitioning to college is provided to support college, career and citizenship readiness for all students</p> <p>Workshops are provided to support parent awareness and parent involvement in different topics to address the needs in all domain areas.</p> <p>Attendance Meetings with responsible personnel</p> <p>Dean's Referrals for Guidance</p>	<p>Once a week for all teachers</p> <p>On an as needed basis</p> <p>Once a week during College and Career Readiness Seminar</p> <p>Saturdays</p> <p>Once per week with Attendance Teacher</p> <p>On an as needed basis</p>	
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	Review and monitoring of credit accumulations, cohort data and scheduling.	On a daily basis	
	Referrals to outside agencies	On an as needed basis	
	PM School Programs	On an as needed basis	
	APEX credit Recovery Program	After School	
	Student Assemblies	Once a month or On an as needed basis	
	Use of ARIS to identify Target groups and monitor and track data	A Daily basis	
	Respect for All and other initiatives <b><u>School Psychologist, Social Worker, Related Services, Providers, etc.</u></b> Manage and complete Initial Evaluation, Re-Evaluations and Triennials, Individualized Educational Planning, conferencing with parents and workshops.	Once a year and on as needed basis	

**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Prior to hiring a candidate, their credentials are verified by our network's HR Director to ensure that the candidate holds valid NYS certification in the license area.
- Team leaders from the department are included in the interview process.
- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified, in order to achieve this goal.
- The payroll secretary will work closely with the Network HR point person to ensure that non-HQT meet all the required documentation and assessment deadlines.
- The school establishes a partnership with CUNY colleges such as Queens College, and Hunter College to support the teaching skills of student teachers in the search of HQT candidates.
- The school engages in interviews with HQT candidates from the Open Market Hiring System and the absent teacher Reserve (ATR) pool.
- The school establishes a rigorous interview process that includes intensive criteria for the selection of new staff members including demonstrations lessons, interviews, and a review of NYS certification and licensing.
- The school maintains a professional library to promote and support ongoing effective best practices.
- The school provides teachers with curriculum maps, instructional resources and professional learning opportunities designed to ensure high quality instruction.

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## **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 1<sup>st</sup> 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**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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 1<sup>st</sup> 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>C. Amundsen/ Vivian Selenikas</b>	District <b>24</b>	Borough <b>Queens</b>	School Number <b>264</b>
School Name <b>Academy of Finance and Enterprise</b>			

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

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

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

### D. School Demographics

Total number of students in school	<b>425</b>	Total Number of ELLs	<b>33</b>	ELLs as share of total student population (%)	<b>7.76%</b>
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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 NYESLAT 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 NYESLAT 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 NYESLAT with a proficient score.

- If the student is not entitled, the LAB/BESIS coordinator will contact the parents to inform the results. The entitlement letter is given to the students and a copy is mailed out as well to the parents.
- Placement of the students in an ESL class will be determined by the LAB-R/ hand-score or the NYSESLAT scores.
- Subsequently, the NYSESLAT will be administered annually to all the ELL's students. Students are informed of the date of the NYSESLAT Exam and notification letters are mailed to the parents. NYSESLAT scores are used to determine the student placement in the appropriate class or completion of ESL services.

#2. The procedures in place at AOFE to ensure that parents understand all three program choices are as follows:

- After the appropriate students are administered the LAB-R and it is determined that the students is entitled to services, our licensed ESL teacher, Mrs. Tressler , sends a letter to the parents informing them of the students's entitlement. At this time, parents are invited to attend a parent orientation to view the NYC DOE video( in their native language) and are given an explanation of the three programs available. Mrs. Armano, ESL Coordinator and Mrs. Tressler, ESL teacher will be conducting the workshop.
- A video for Parents of English Language Learners is used to inform the parents of the three programs available to ELL's such as; the Transitional Bilingual, the Dual Language and the Free Standing ESL. The meeting is usually scheduled in September. After the video we provide all the parents with the survey and Program Selection Form and request that all form be returned to Mrs. Tressler, ESL teacher. Mrs. Armano, ESL Coordinator and Mrs. Tressler circulated around the room to support parents with questions and concerns.
- Parents are informed of the Free Standing ESL Program available at this school that can be offered to the students classified as ELL's. They are also informed about their options of the three programs. Translators or school personnel that speaks the language are made available to the parents to ensure understanding of the information. If a parents selects a different program than Free-standing ESL we will guide the parent to go to the region office and request a school site that will provide them with the program listed in their Program Selection Form. At this moment our parents have selected Free-Standing ESL as their first option.
- Every effort is made to bring the parents to attend the meeting or to come in for an individual conference meeting.
- The ESL teacher after the conference will support parents to complete the Parent Selection Form.
- The ESL coordinator follows up with the ELL's students that did not return the Parent Selection Letter to ensure compliance by no later than October.

#3. These are the procedures to ensure that the forms are returned:

- Mrs. Tressler, ESL teacher is responsible for mailing out the entitlement letters and making sure a copy of all letters mailed are filed in the ESL office. She also collects , files, and stores the Parent Surveys and Parent Selection Forms. Mrs. Armano, ESL Coordinator, and Mrs. Tressler, ESL teacher meets on a weekly basis to go over the mandates and to reinforce that all the Surveys and Parental Forms are collected. The same procedures is followed for continued entitlement letters after the results of the NYSESLAT are available. The ESL teacher reviews her records and is mandated to call parents that do not comply with the forms. Mrs. Tressler will arrange private conferences with parents that do not attend the meetings. The originals Surveys and the Parental Forms are maintained by Mrs. Tressler in a binder. She keeps all the NYSESLAT scores and the LAB-R results in a school binder.

The AOFE ensures that the entitlement letters of previous students that have not yet reached proficient level in the NYSESLAT are distributed to the students and parents. The parents of ELLs students are mandated to attend a workshops that explained how their students performed in the NYSESLAT scores and there is always support to guide the parents through the process.

- After the video, The Survey and the Parent Selection Form are collected after the meeting and we provide the parents with support to help them understand the three choices.
- The Parent Coordinator also participates in all workshops to support and provide guidance to the parents. She provides one and one support to guide them through the questions should it be required.
- The Parent Survey is provided to the parents and there is always a follow up to ensure the forms are completed on time.

#4. The criteria used and the procedures utilized at AOFE to place identified ELL's student in bilingual or ESL instructional programs are follows:

- Mrs. Tressler, ESL teacher distribute all the entitlement letters and keeps a copy on file. All letters are translated into the student's native language with the support of Mrs. Fahim, Parent Coordinator. Mrs. Tressler, ESL teacher will review the LAB-

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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <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
<b>Total</b>	<b>0</b>	<b>11</b>	<b>8</b>	<b>10</b>	<b>4</b>	<b>33</b>								

### 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
<b>Total</b>	<b>15</b>	<b>1</b>	<b>1</b>	<b>10</b>	<b>0</b>	<b>5</b>	<b>8</b>	<b>2</b>	<b>5</b>	<b>33</b>

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
<b>TOTAL</b>	<b>0</b>													

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
<b>TOTAL</b>	<b>0</b>																			

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
<b>TOTAL</b>	<b>0</b>									

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
<b>TOTAL</b>	<b>0</b>	<b>10</b>	<b>8</b>	<b>10</b>	<b>5</b>	<b>33</b>								

## 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 meet the academic needs of all students. These students are provided with the least restrictive classroom enviroment to help them excel with their peers. These students are programmed to take regents exams across the content areas. ELLs have tutoring sesions after school with the ESL teacher as well as peers where they develop their skills, not only in the ESL classes but also in other content areas. The ESL teacher helps students to develop portfolios, essays and projects for all content areas in order to obtain better results and to increase their grades. Ells are given tests modifications as well as extra time to complete assignments in all subjects as stated in the IEPs and testing accommodations.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

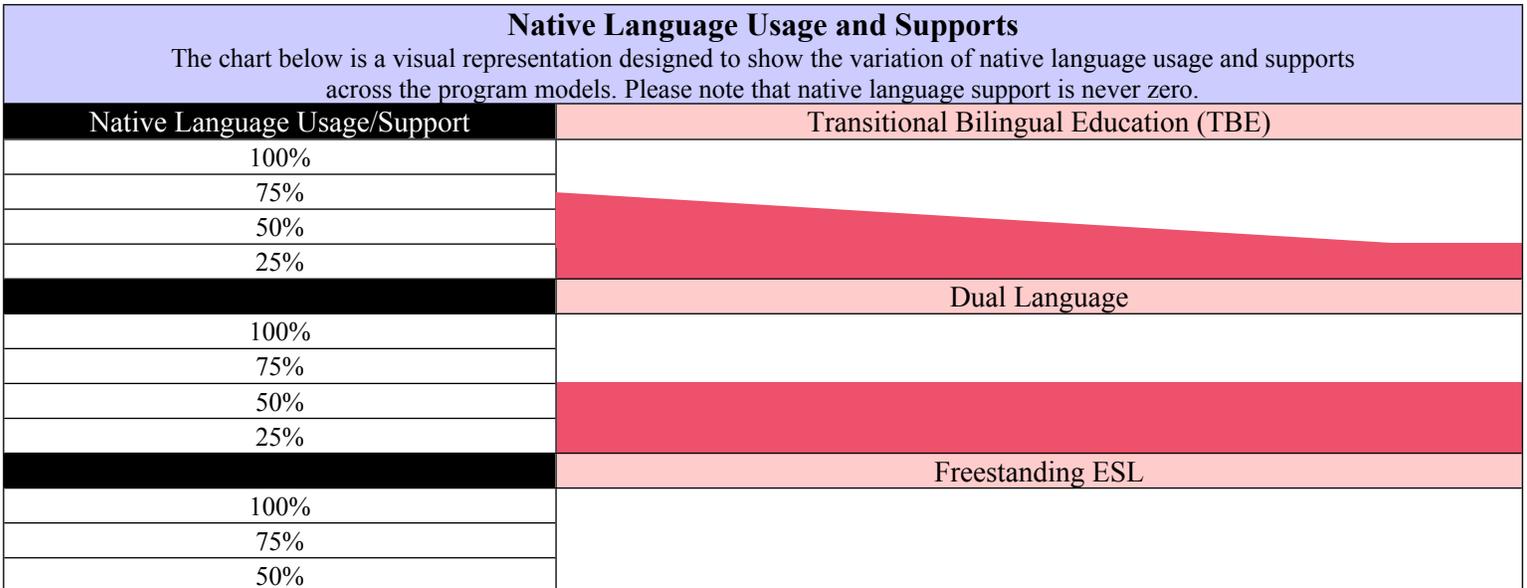
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		
Native Language Arts			

Social Studies:	
Math:	
Science:	


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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 instruction through the use of Technology. Students are provided the opportunity to learn how to use technology through computer application courses at school and at Devry University. They also, use Technology to do professional projects such as Business Plans, engage in competitions such as Business Plans and Robotics, and participate in paid internships where they can apply the knowledge, concepts and skills learned in their classes. Materials used to support ELLs are books on tape, charts, classroom libraries, as well as multilingual books for independent reading and computer software. All classrooms are provided with bilingual dictionaries to support the instruction. The main emphasis is on non-fictional reading, book clubs, and schema building to actively engage students in cooperative learning activities.

14. Freestanding ESL is currently our only program model. Native language support is delivered through the interaction between students who are proficient in both languages. Mrs. Fahim, our parent Coordinator supports our parents and students with workshops that are relevant to the needs of our ELL students. Students are required to take a Foreign language in school. Students who are fluent in languages other than Spanish are encouraged to take a Regents exam in their native language. Since the majority of our students speak Spanish, we offer three years of Spanish and Advanced Placement in Spanish. Students who are fluent in other languages, are encouraged to continue their native language through college courses at LaGuardia CC or Hunter College. Most students who take Advanced Placement in Spanish pass the A.P. exam (90%). We find that these students not only sharpen their skills in their native language, but also, in the second language as well. Exposure to literature in their native language strengthens their English language skills as well. Also, we find that students who do well on the Spanish A.P. exam become highly motivated and take other Advanced Placement courses also.

15. Students are assigned to classes based on their age and grade level. Instructional materials are also based on their needs. For example, students may be assigned a novel in the English class that may also be adapted and used in their native language class.

16. We have Parent/Student Orientation sessions in mid-May, early June and late August. At these orientations, we explain to parents the services and support that their children will be receiving in the ESL program, the types of programs that will be used to enhance and enrich their instruction. They are also provided an overview of the school academic requirements and regulations, course offerings, extra-curricular activities, sports teams, portfolio assessment, and community service program.

17. We offer three years of Spanish and Advanced Placement Spanish since the majority of students in our school are Spanish speaking. Students whose native language is other than Spanish are encouraged to continue their native language through College Now courses at LaGuardia and Devry.

### 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"
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 well as the benefits of placing talented ELL's in gifted general education classes.

Teachers will understand how to transition ELL's from sheltered immersion classes into mainstream education classes.

Workshop No. 5: JANUARY 2012

AUDIENCE: TEACHERS

Differentiating Instruction Teachers will become familiar with modified instruction that helps students with diverse needs and learning styles master the same challenging academic content.

Teachers will become award of strategies to differentiate methods of instruction, content and products.

## 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.

	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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

1. N/A
2. 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 modalities to reinforce their academic weaknesses. The students who scored advanced need to practice their writing skills strategies during ESL and English classes. There are 14 students who scored advanced in the NYSESLAT in 2011. There are 14 students who scored Intermediate in the NYSESLAT in 2011. The LAB-R of recent identify ELLs are showing that these students are proficient in their first native language and are able to transfer the skills to learn English as a Second Language. The data is showing that students are improving across the four modalities. The ELLs students are taking Regents exams across the content areas. These students are making academic progress and passing the regents exams.
3. The NYSESLAT scores will be analyze to determine if there are patterns that indicates weaknesses where support will needed. The ESL teacher will identify the students in the four modalities and employ strategies to address the areas in need of improvement. The ESL teacher after analyzing the results will review the curriculum and differentiate the instruction to support the students using ESL methodologies. The ESL teacher will support the students with reading, writing, speaking and listening through her lessons. The content area teachers will facilitate in supporting the instruction across the curriculum.
4. According to our data, students strenghts are in listening and speaking. After reviewing our data our ELLs are facing a greater challenge with reading and writing. The ESL teacher has devoted time to provide our content area teachers with professional development to support the instruction using ESL methodologies. The main focus this academic year is non-fiction reading activities and argumentative writing. The content area teachers are analyzing the Periodic Assesment scores and aligning the curriculum to the academic needs of the students. The teachers need to take into consideration the students strenghts and weaknesses to differentiate instruction. The ESL teacher looks at the patterns of her students in the NYSESLAT and Periodic Assessment scores. The ESL teacher and the subject area teachers are evaluating the results and are preparing lessons aligned to the needs of their students. Teachers are writing lessons that are infusing diferentiation of instruction and making students accountable to excel across all subject areas. The school leaders analyze periodic assessment results through the data inquiry team. These results are compared to other forms of students data, such as NYSESLAT data, classrooms assessments and previous regents exams. The results are used to evaluate the program and to purchase material that will support the instruction. The School Leadership Team has reinforce that these students are provided with intense AIS to reinforce the skills to meet the H.S. requirements to graduate. The content area teachers are presenting to the SLT the requirements and the challenges that their children are expected to faced for the specific content area. These students are provided with ample of opportunities to excel academically with AP Spanish classes to help them attained the necessary skills to excel in their native language and beyond. The scores are significant to evaluate our best practices in providing a curriculum that is going to meet the academic needs of our students. The ESL teacher aligns her curriculum to reinforce the four modalities reading, writing, speaking and listening. The selection of the curriculum is based on the needs of her students. The ESL teacher plans according to the student population and the needs of her students across the four modalities.
5. N/A
6. The Administration and teachers across the content areas are constantly evaluating the data of our ELLs. We have a data inquiry team that analyzes how many of our Ells population are on track to graduate. The teachers are aware of all the Ells in our school and are provided with professional development to reinforce the ESL skills across the four modalities. The ESL teacher and the content teachers perform different types of assessments throughout the year. All assessments are analyze and interpreted to see if there is a need to employ new

strategies to support the ELLs students. The ESL teacher and the content area teachers are able to examine students work to determine levels of progress. The teachers create pre-assessments such as regent prep materials to compared data and to evaluate the progress of students understanding the content. The ESL teacher can identify students that are struggling and can arranged interventions to meet the academic needs of her students. The Title III funding can then be distributing to the sspecific programs such as regents prep, saturday program , and after-school tutorial services. Levels of participation are studied across our program funded to better served our ELL population. Regents scores and class grades are also evaluated through the scholarship report to support the needs of our students. The NYSESLAT data is analyzed by the ESL teacher, administration, data inquiry team, and the special education and content area teachers to identify yearly progress and the gaps in achievement across the grades.

### 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

**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)
	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**

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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

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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.



## Title III LEP Plan Review Form 2012-13

Senior ELL CPS/Reviewer: Tatyana Ulubabova

Borough: Queens District: 24 School Number: 264 School Name: Academy of Finance and Enterpr  
Cluster Leader: Despina Zaharakis Network Leader: DIMAGGIO, NANCY Title I Schoolwide Plan (Conceptual Consolidation?) yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
<b>Title III supplemental services for ELLs</b> Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
<b>Professional Development</b> High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
<b>Parent Activities</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
<b>Budget</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> NA (Title I SWP)	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: <u>01/28/2013</u> Senior ELL CPS: <u>Tatyana Ulubabova</u> Additional Comments:		