



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ACADEMY OF FINANCE AND ENTERPRISE

DBN (i.e. 01M001): 24Q264

Principal: VICTORIA ARMANO

Principal Email: VARMANO@SCHOOLS.NYC.GOV

Superintendent: JUAN MENDEZ

Network Leader: NANCY DIMAGGIO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Victoria Armano	*Principal or Designee	
Jessica Herrera	*UFT Chapter Leader or Designee	
Andra Raghunandan Jennifer Correa	*PA/PTA President or Designated Co-President	
Amparo Guerrero	DC 37 Representative, if applicable	
Melissa Ruiz Vera Shannon Raghunandan Jasmine Robertson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Barbara Vitanza	Member/ Teacher	
Yolonda Pough	Member/ Teacher	
Janina Morones	Member/ Teacher	
Jesse Colantuono	Member/ Teacher	
Frantz Lafontant	Member/ Parent	
Kwok B Tse	Member/ Parent	
Janine Quijije	Member/ Parent	
Maria Vidal	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, integration of technology in the classroom will be accomplished in all content areas. 100% of the classrooms will be fully equipped with laptop computer carts and other related equipment to support instruction. 100% of the teachers will be fully trained on the use of the smart boards and technology equipment such as the I pads, clickers to support the Common Core Learning Standards through the use of technology.

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.

The Peer Quality Review for 2011-12 and the PPO for 2013-14, addressed the need to enhance teacher skills in the integration of technology in the classrooms to facilitate a real world application of learning. The CTE certification addressed the integration of assessments through the use of technology to enhance the skills that are correlated to College and Career Readiness.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development offered to all teachers through the use of an IT person. The teachers will work in departments meetings to develop units and enhance lessons that are vertically and horizontally aligned to the common core state standards and integrate the use of technology (ie. e-books, graphic calculators, sketchpads, ipads, APPs, and laptops, etc.)
2. All teachers will collect data and review the periodic assessments and create lesson plans that will emphasize in depth at student's academic needs.
3. All teachers are going to align their lessons through the use of technology to support special education students through the use of APPs and the smart board.
4. All the departments will use EngageNY.org to review the modules and standards across the subject areas.

B. Key personnel and other resources used to implement each strategy/activity

1. Mr. Robles, an Informational Technology Specialist (IT) has been hired to support the implementation of IT support and the new initiatives to support instruction through APPs.
2. The IT Specialist is going to provide in-service training on the use of the smart board, computers, ipads, software and clickers.
3. The Assistant Principals will conduct informal and formal observations to reinforce that technology is being use across the content areas.
4. All the teachers will integrate technology in their lesson plans to reinforce the skills, assessments and to support the student's academic needs.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Professional Development and self-reflection to ensure practicality of content through the use of technology to support the new initiatives to improve academic progress.
2. The Business Department will need to increase the numbers of students qualifying for CTE certification.
3. The Special Education Teachers will incorporate APPs through the use of I pads to support the student's academic skills throughout the subject areas.
4. The teachers will review the results of the assessments provided to the students that are taking business courses.

D. Timeline for implementation and completion including start and end dates

1. By February 2014, all the equipment will be installed and fully operating.
2. Three times a month the departments meet for 30 minutes and 1 time a month the staff meets for 60 minutes.
3. Every Monday, the IT Specialist will provide 7 hours a day to support ongoing professional development through the use of technology.
4. By March 2014, all content area teachers should be able to showcase a technology integrated unit. Teachers will address the following evidence: planning, implementation, assessments, analysis of outcome.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers have professional schedules to support the initiative to meet with their departments.
2. Pre and Post assessments developed during common planning.
3. Lesson plans and units developed during common planning sessions.
4. Portfolio projects developed that addresses technology across the content areas.

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 Principal and the Parent Coordinator will provide workshops once a month on Saturdays to inform parents as to the technological needs that may be required to complete any assignments generated from the implementation of this goal. The guidance counselor will provide workshops to parents by infusing technology to support their students across the CCLS and College and Career Readiness. The administrators will use technology to update parents on the curriculum and the CCLS on a monthly basis.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

Mathematics: By June of 2014, teachers will have aligned our Math curriculum with the Common Core Learning Standards. Teachers will engage students through inquiry based questions, exploration, and oral discussion to increase rigor and understanding of the concepts.

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 data for 2012-13, the Regent's scores of our students need to continue increasing the percentage of students getting 80% and above on the Regents exams. The student's population is being challenged to take rigorous courses across the math disciplines to prepare them for college and career readiness.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development offered to Math teachers to support them with the Common Core Learning Standards.
2. All Math teachers will be fully informed on the pedagogical shifts demanded by the common core standards.
3. All Math teachers will review the modules presented on EngageNY.org website and will create a unified pacing calendar with cycles of assessments to improve their best practices.
4. Mrs. Itzkovich, Assistant Principal, will provide resources and curriculum updates to support the pacing calendar, curriculum maps, syllabus and unit developments.
5. All Math Teachers provide Portfolio based projects to infuse the curriculum to support the CCLS through research, writing and oral presentation skills.

B. Key personnel and other resources used to implement each strategy/activity

1. Mrs. Itzkovich, Assistant Principal will support the implementation of the curriculum and facilitates each of the Math meetings.
2. The Math team leader will support the new initiatives across the department by reinforcing the CCLS and the modules for the subject area.
3. Assistant Principals will direct analysis and implementation to support the development of professional development.
4. The AP will lead professional development on how the learning practices may be implemented into their lesson plans.
5. The AP Math will conduct weekly informal and formal observations to ensure that teachers are being provided with feedback to improve their best practices.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Self- Reflection after every Professional Development will be provided to ensure practicality of content to be placed into lesson planning across the math subject areas.
2. The Math Department will review all the shifts and identify "Deep Understanding" a benchmark tool for teachers before moving on to a new concept across the common core math curriculum.
3. Math teachers will turnkey on the periodic assessments to identify the skills needed to support students across the curriculum. The teachers will use formative assessments for every module 100% of the time to test for effectiveness level in curriculum implementation.

4. Math teachers will incorporate Regents Prep to support the students across the math disciplines.
5. Math Teachers will incorporate Portfolio Based projects that support the CCLS across the content areas.

D. Timeline for implementation and completion including start and end dates

1. Professional Development on a monthly basis one time a month for 60 minutes to reinforce the curriculum across the CCLS.
2. Math teachers will work three hours a week to support the shifts in math and the modules of the CCLS.
3. Three hours every month from September 2013 to June 2014 during the MOSL designated training.
4. Three times a week, every Wednesday teachers are working by departments on the shifts to support the curriculum and to engage students in understanding the content.
5. Teachers will assess the results of the students' progress on a weekly and monthly basis.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will be provided with coverage to support them in outside professional development.
2. Teachers will work with the department teams to support the instruction aligned to the CCLS.
3. Agendas/Attendance for professional meetings.
4. Lesson plans and unit developments that address the 2013-14 Citywide Expectations
5. Teachers will be provided with ongoing professional development to focus on the shifts of mathematics.

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 Assistant Principal and the Parent Coordinator will provide monthly workshops to parents about the pacing calendars and the curriculum. The parents will be provided with updates in the curriculum and citywide expectations for 2013-14. The Math AP will give frequent presentations during the school year to the Parent Teacher Association regarding the changes in the math curriculum and the shifts that teachers are expected to support across the content areas.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #3

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

Annual Goal #3

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

English Language Arts: By June 2014, teachers will have aligned the English Language Arts Curriculum with the Common Core Learning Standards .There will be an increase of 3% in the number of students passing the regents exam. The overall average of all the students taking the ELA regents exam will increase to 75% from 74% last year.

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 2012-13 ELA Regents scores we have determined that we need to improve the reading and writing skills of all our students. Based on the assessments and data, students will be provided with a diverse list of books that correlate to the diversity of our student population. The English department has aligned the curriculum to the Common Core Learning Standards. After analyzing the results of the baseline assessments, we have determined that we need to do more critical reading, informational text, counter claim, inference, and improve literacy skills.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will write two units representing their grade level. All grades will be represented in unit development.
2. The ELA department will analyze modules through engageny.org website to find resources to support the curriculum and lesson planning.

3. Assistant Principal of English will review implementation of all units and modify how the writing is being developed through the CCLS.
4. The English teachers will increase the writing skills through argumentative, expository, narratives essays to improve the writing skills of our diverse student population.

B. Key personnel and other resources used to implement each strategy/activity

1. ELA and ESL teachers will work with the Assistant Principal of the English department during common prep time to discuss the units and modules that are integrated across all grades.
2. A consultant from Generation Ready will work with the ELA and ESL teacher by providing resources to improve their curriculum across the grades.
3. The Principal and the Assistant Principals will provide feedback to teachers and resources through the use of engageny.org.
4. Writing and vocabulary has been infused through the lesson plans to improve the grammatical skills across the grades.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will write instructional tasks that are aligned with the Common Core Learning Standards.
2. Teachers will collect formative data across the grades through periodic assessments and evaluate student progress to support the skills in their lesson planning.
3. Teachers will assess students' progress and modify their units and assessments to improve the literacy skills of their students.
4. Teachers will assess Special Education students writing and reading skills through the use of assessments.

D. Timeline for implementation and completion including start and end dates

1. Beginning September 2013 and ending in June, 2014.
2. Beginning in September 2013, the assessments scores will be reviewed and printed by using the schoolnet.org website until May of 2014.
3. In September of 2013, formal and informal observations will be completed until May of 2014.
4. Beginning in February 2014, the consultant will start providing resources to support the curriculum until May of 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 5 teachers x 3 sessions will be provided with common planning to support the curriculum.
2. The four ELA teachers and 1 ESL teacher will work with the Assistant Principal and the consultant for a minimum of four hours each month.
3. Assistant Principal will meet with each individual teacher to discuss the growth of their students' progress and identify the support that they need to improve their lesson planning.
4. The Principal and the Assistant Principals will provide weekly feedback through formal and informal observations.

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 Principal and the Assistant Principal will present on a monthly basis to the parents information regarding the ELA Common Core Curriculum. The PTA conferences are used to update parents with information pertaining to the curriculum and the portfolio based projects across the subject areas. The ELA Department will work closely with the parent coordinator so that parent needs are addressed across the grades.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #4

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

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

By June of 2014, four additional teachers will be provided with a business class to support the initiative to increase the number of students receiving CTE certification. In our Progress Report for 2012-13, we have 24.8% of our graduates receiving CTE certification. Our goal for the academic year 2013-14 is to increase the CTE certification by at least 3%.

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.

Our Progress Report after June of 2013, we identified the need to have more teachers teach Business classes that will support our initiative to have students be more Colleges and Career Ready.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Business Teachers will participate in providing the courses that are aligned to the two programs which are Finance and Entrepreneurship.
2. During Common Planning time, teachers will be provided with the skills to support the curriculum that needs to be implemented throughout the business sequence.
3. Professional Development will be provided by NAF and Virtual Enterprise to keep us updated in the curriculum and assessments.

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators and the Business Coordinator will lead the training to support the resources and the curriculum.
2. Administrators and NAF Coordinators will train teachers to facilitate peer discussion groups in order to build capacity across the curriculum.
3. Administrators will differentiate learning opportunities as part of their next steps for teachers based on observation and post-observation conferences.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers' understanding of the curriculum will be evaluated based on the instruction, observations, and student performance.
2. Administrators will obtain teacher feedback in order to identify additional training for teachers in the business courses.
3. Administrators will differentiate learning opportunities as part of their next steps for teachers to implement based on observations and post observation conferences.

D. Timeline for implementation and completion including start and end dates

1. Beginning February 2014, we are going to support the courses for students to be able to acquire the business credits to complete CTE certification.
2. Beginning February 2014, Professional Development will be provided by NAF and Virtual Enterprise until June of 2014.
3. Beginning February 2014, Department group discussions will be provided to our teachers until June of 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Seven Teachers will be utilized to provide instruction and to support the business courses in the two programs: Finance and Entrepreneurship.
2. A NAF consultant will be provided to support the curriculum and to facilitate best practices among the business teachers.
3. Professional Development will be provided by the Business Coordinator to support our new initiative and to increase the number of students receiving CTE certification.

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).

Administrators will inform parents of the new updates in the business curriculum to facilitate an understanding of the courses the students need to take to acquire CTE certification. Parents will be provided with the sequence of the courses for the two programs: Finance and Entrepreneurship. Parents will be informed of the specific colleges and universities that are accredited with these courses.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #5

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 #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
<p>ELA</p>	<p>Incoming 9th grade students who scored at levels 1 or 2 on their 8th grade ELA Assessment receive Wilson to support the reading skills. Students need to improve on the reading levels through strategies in vocabulary, writing and reading interventions. Teachers provide scaffolding and additional resources in order for students to make progress. Students who failed the New York State Regents Examination in ELA receive individualized tutoring based on their English Regents Item Analysis. These students are provided with regents prep to support the literacy skills.</p> <p>ELL students receive additional support in ELA through an afterschool program. Students meet one or two periods per week on the computers with their teachers to learn and practice non-fiction reading strategies. Specific emphasis is placed upon students' abilities to determine importance in the texts that they read. Additional focus is given to test-taking strategies as well as student writing in response to specific prompts. Periodic assessment tools assist the teacher in gauging the progress being made by his/her students and students' readiness to move onto higher levels of comprehension. The activities are tiered to reflect the various levels of student achievement that may exist in one class. The lessons are differentiated in terms of the various difficulty levels of the text including vocabulary presented.</p>	<p>Students are provided with Wilson classes which support them through small group instruction.</p> <p>Students who have failed in the New York State Regents Examination in ELA receive support through small group instruction.</p> <p>ELL students receive additional support in ELA with the ESL teacher on a one-to-one basis. Computers are used to facilitate writing development.</p> <p>Circular 6R Tutoring is delivered to small groups of no more than 10 students.</p>	<p>Services are provided during the school day with additional support after school and on Saturdays.</p> <p>Circular 6R Tutoring is delivered during the school day.</p>

	<p>Circular 6R Tutoring is delivered daily during a professional period by various teachers throughout the day.</p> <p>Summer School students are identified by their failure to meet course requirements. These students have the opportunity to recover credits and retake the ELA Regents in August. At-risk students are identified by the use of Cohort Dates and accumulation of credits.</p>		
<p>Mathematics</p>	<p>Students receive additional classes in the respective disciplines of Integrated Algebra, Geometry and Algebra2/Trigonometry after failing the NYS Regents Exam in any one of these subjects. Our Math inquiry group focuses on maximizing techniques to ensure success for all students in a collaborative manner.</p> <p>Summer School – Students are identified by failure to meet course standards; there is an opportunity for students to make up credits; reduced student-teacher ratio enables small group and individualized instruction based on assessed needs; afford identified students the opportunity to re-take the Regents exams at the at-risk students identified cohort data.</p> <p>Saturday Regents Tutoring Program</p> <p>Circular 6R Tutoring – delivered to individual students or groups of 6-10 students. They are given a diagnostic assessment and Item Analysis is created. This leads to targeted tutoring, individualized, according to student data.</p>	<p>Our method of delivery is extensive. We offer small group instruction through teacher professional assignments (mostly one to one), Saturday Regents tutoring classes (small group) and peer tutoring in the student center (one-to-one).</p> <p>Circular 6R Tutoring is delivered to small groups during a professional assignment,</p>	<p>Small group instruction is held during the day and Regents tutoring occurs on Saturdays. Our Peer Tutoring Program occurs during the day and after school</p>

<p>Science</p>	<p>Circular 6R Tutoring is delivered to individual students or groups of three to six students in need of extra help or assistance in the content/subject areas during the teacher’s professional period according to Circular 6R. This service is offered during select periods of the day and is subject to programming constraints (teacher/student availability). Make-up Lab – is delivered during the school day, one day per week for Living Environment and Chemistry courses. Extended Day – is delivered on a selected after-school schedule and includes a course of study in the Sciences via traditional and computer assisted instruction. For Students in Living Environment and Chemistry – students are given support via strategies in vocabulary, writing and reading interventions in the sciences to increase positive student outcomes on NYS Science assessments. The science teacher support students 2x a week during a 9th period session.</p>	<p>Circular 6R Tutoring is delivered to small groups of no more than 10 students. Make-up Lab – is delivered through whole group instruction after school. Living Environment Exam Prep – Students who have failed the New York State Regents Examination in Living Environment receive support through whole group and small group instruction during Regents prep. Extended Day – Delivered via whole group, small group and one-to-one instruction Summer School – Delivered via whole group, small group and individualized instruction.</p>	<p>Circular 6R Tutoring – is delivered during the school day. Make-up Lab – delivered during the school day. Living Environment Exam Prep – Services are provided during the school day with additional support after school and on Saturdays. Extended Day – Services are provided after the school day. Summer School – delivered during the day.</p>
<p>Social Studies</p>	<p>Students are given support through tutoring during professional periods (Circular 6 assignments). Students are also given support through an academic intervention services such as Regents Prep and afterschool activities to support content. All students that are scheduled to receive standardized testing are given a personalized education plan. This plan allows the student to set goals and benchmarks for themselves and receive skill and content development for the regents. Student progress is also assessed through formative assessments and teacher made assessments which enable educators to develop a prescriptive support plan for each individual student. Circular 6R Tutoring – Delivered to individual students or groups of three to</p>	<p>Small group instruction, one-to-one tutoring, purposeful grouping, pull out and push in models. Circular 6R Tutoring is delivered to small groups of no more than 10 students.</p>	<p>Before the school day, during the school day, after school and on Saturdays Circular 6R Tutoring is delivered during the school day.</p>

	<p>six students in need of extra help or assistance in the content/subject areas during the teacher's professional period according to Circular 6R. This service is offered during select periods of the day and is subject to programming constraints (teacher/student availability). Students are supported with supplemental supports through the blended on-line learning experience. Students use APEX along with in-class instruction for Global History and Geography, United States History & Government, Participation in Government and the Principals of Economics.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p><u>Guidance Department</u> Coordination of after-school tutoring performed by various departments. Summer school referrals, daily attendance calls and phone log entries. Group Guidance lessons, Pupil Personnel Team meetings, guidance conferences, attendance meetings, dean's referrals for guidance outreach, review and monitoring of cohort data. Guidance provides referrals for outside agencies, YABC programs, APEX Credit Recovery Program. Weekly student assemblies increased support services to specific target groups including ELLs, Economically disadvantaged, Black, and Hispanic. Use of ARIS, Engrade, ATS, STARS, SESIS to identify target groups and monitor and track data. <u>School Psychologist, Social Worker, Related Service Providers, etc.</u> Manage and complete Triennials including Educational Planning, Committee meetings with outreach to students, parents and staff. As needed, re-evaluations, and updating student cases through the Annual Review Process. As needed, management of the MDR process and the creation of a Behavioral Intervention Plan for students at risk,</p>	<p><u>Guidance Department</u> – Services provided as whole group, small group and one-to-one. Peer Mediation to support students that have at risk or inappropriate behavior.</p>	<p><u>Guidance Department</u> – Services provided delivered during the school day and afterschool hours.</p>

	Participation and consultation with PPT including General Education Guidance Counselors, Social Workers and teaching staff.		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Our school leaders actively engage in conversations with CUNY as well as private universities such as NYU, Johnson & Wales University, Hunter College and Mercy College. These partnerships take place during the school year where student teachers visit our school to be complied with the student teaching required hours. This interaction helps us identify highly qualified candidates and recruit them for future positions. Some of these candidates are hired as Substitutes and others to permanent positions. We also identify vacancies in Open Market and conduct thorough interviews as well as classroom demonstrations where a team of administrators, teachers and students are able to observe and are able to provide feedback to the Principal regarding the candidates. All ATRs assigned to our school are interviewed when vacancies are available. We provide Professional Development utilizing Title I funds. In order to support and continue to develop our highly qualified teachers, we provide individualized professional development utilizing services from Generation Ready consultants. Our Cabinet discusses strengths and weaknesses of teachers and creates a yearly PD plan designed to address areas of need. As a result of our support system, our teachers are all satisfactory for the 2012-2013 school year. We will continue utilizing this method in order to continue this success rate. Generation Ready Consultants provides support to teachers in the areas of alignment of common core standards, curriculum maps and development of teacher effectiveness and with the instructional expectations for the year. We are currently working with our Network and they facilitate training to our staff and administrators.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
We have weekly professional development to support our staff in the Danielson Framework model. We also have Danielson Training and instructional support plans through the Network. The Principal and Assistant Principals have attended several network and cluster support meetings to enhance high quality instruction for all our staff members. The teachers are provided with the tools to enhance the skills that students will need to meet the CCLS.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Federal funding is used to support a variety of student services across the school year. Allocations are used to support Academic programs and educational support services such as tutoring after school and Regents Prep programs. Students in temporary housing receive basic emergency supplies such as books, school supplies, physical education uniforms as well as counseling services. The guidance counselor provides us with organizations in the CBO that can support at risk students. Organizations that can support violence abuse and substance abuse. Bullying prevention workshops for our students in the school through Peer Mediation session. Funding allocations also support and promote parent involvement and instructional programs for parents as well as resources to keep parents informed of student progress. <ul style="list-style-type: none"> • Parent workshops topics may include: College and Career Readiness Skills such as FAFSA, parenting skills, understanding educational accountability, grade level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' ability to support their children academically and socially. • Provide workshop opportunities for parents in order 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, and SESIS. • 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.
Schedule additional parent meeting on Saturdays and the evening i.e. quarterly meetings, with flexible times, such as meetings:

- Morning and evening to share information about the school's educational program and other initiatives of the Chancellor and allow parents to share ideas and concerns.
- Translate documents and provide interpretation during meetings and events as needed.
- Encourage parents to participate in various school activities.
- Providing written and verbal progress reports that are periodically given to keep parents informed of the children's progress such as the PSATs scores.
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress.

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

- Using academic learning time efficiently;
- Respecting cultural, racial and ethnic differences;
- Implementing a curriculum aligned to the Common Core State Standards;
- Offering high quality instruction in all content areas across the diverse student population;

Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind NCLB Act.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers are provided with common planning to make decisions in the curriculum and assessments to improve instruction. Every department has a team leader and the decisions are discussed as a group to facilitate discussion to review the Citywide Expectations and Common Core learning Standards. The professional development is discussed amongst the departments to facilitate understanding of the resources that they need to provide a rich curriculum across the content areas. The school has a data team to evaluate the performance of the lowest third and the at risk population of students. The data team assesses the performance of the students across the marking periods to evaluate the credit accumulation of our students.

Teachers were part of the decision making for the MOSL baseline assessments to facilitate understanding on how we are all being evaluated as a school community.

Professional development is embedded in faculty conference and departmental meetings. Teachers attend professional development sessions outside the school site that are aligned to the CCLS. Teachers are provided with a consultant to support the new initiatives of the school. Teachers are involved in ongoing professional development to support the instruction across the subject areas.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 24	Borough Queens	School Number 264
School Name Academy of Finance and Enterprise		

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

Principal Victoria Armano	Assistant Principal Ahuva Itzkovich
Coach type here	Coach type here
ESL Teacher Susana Tressler	Guidance Counselor Jessica Herrera
Teacher/Subject Area Victoria Franzese	Parent type here
Teacher/Subject Area type here	Parent Coordinator Juana Fahim
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	465	Total number of ELLs	31	ELLs as share of total student population (%)	6.67%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE										14	6	7	4	31
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	14	6	7	4	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	11
SIFE		ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	16

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	12		0	3	0	0	16	0	11	31
Total	12	0	0	3	0	0	16	0	11	31

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 0
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 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
Spanish	0	0	0	0	0	0	0	0	0	12	3	6	3	24
Chinese	0	0	0	0	0	0	0	0	0		1	0	0	1
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0		0
Haitian														0
French													1	1
Korean	0													0
Punjabi														0
Polish														0
Albanian														0
Other										2	2	1		5
TOTAL	0	0	0	0	0	0	0	0	0	14	6	7	4	31

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	0	0	0	1

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										4	4	1		9
Advanced (A)										9	2	6	4	21
Total	0	0	0	0	0	0	0	0	0	14	6	7	4	31

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	9		9	
Integrated Algebra	15		15	
Geometry	7		7	
Algebra 2/Trigonometry	2		2	
Math	0		0	
Biology	0		0	
Chemistry	4		4	
Earth Science	6		6	
Living Environment	13		13	
Physics	0		0	
Global History and Geography	10		10	
US History and Government	4		4	
Foreign Language	0			
Other <u>Span. LOTE</u>	6		6	
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

AOFE uses prior NYSESLAT scores for the assessment of incoming ELL students. Subsequently, PSAT, SLOSSON's, and ELL's periodic assessments scores are used to assess literacy skills of the ELLs students early in the academic year. The data from these assessments are used to identify any deficiencies in the four modalities; listening, speaking, reading and writing. The data from the LAB -R provides insight as to the levels of classifications. The ELL Periodic Assessment data provides information critical for the identification of any student deficiencies across the four modalities. The PSAT's scores provides additional information as to the critical writing, reading and comprehension skills, thus providing a benchmark to assess the student's college and career readiness. The data gathered is used by the ESL teacher, to guide and fine tune the lesson plan development that will support the needs of our ELL's population.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

In reviewing the NYSESLAT 2013 data, the data shows that we have in our 9th grade, 8 students in the advanced level, 4 in the Intermediate level, and 1 in the Beginner's level. In the 10th grade, we have 2 students in the advanced level and 4 in the intermediate level. In the 11th grade we have 6 students in the advanced level and 1 in the intermediate level. In the 12th grade, we have 4 students in the advanced level. We found that although 70% of our ELLs are advanced, 30% of our ELLs still require support in writing. We have also identified that our students need vocabulary development the content areas. In reviewing the data by grade level, we found that writing is the weakest skill according to our trend analysis. The ESL teacher supports all modalities but we targeting the writing skill across all grades.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Our ESL students are currently meeting effective annual measurable achievement objectives in English and Math. Although our students are passing the English Regents Exams, the scores are not meeting college and career readiness benchmark which is 75% or higher. However, the fact that they are meeting the math and science scores above 75, clearly indicates that the writing skills must be our main focus. Students will actively engage in the writing process by giving them the opportunity to write in a variety of fiction and non-fiction genres. Students will engage in the process by responding through prompts and will receive feedback. The ESL teacher will engage in a variety of activities such as free writers, think pair share, and use graphic organizers to support the writing in the classroom. The students will use iPads, and computers to enhance the writing skills through technology.

4. For each program, answer the following:

- a. 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?

Students taking Regents exams in content areas are provided the exams in both English and their native language. Students will then choose, which language will they prefer to take the exam. After analyzing the Regents Exam results in Comprehensive English, Living Environment, Global History and Geography, U.S. History and Government. Our ELL's students 96% passed the regents exams across the subject areas. After analyzing our data for several years we have found that students performed better when taking the exam in English. We also found an overwhelming majority of students that prefer to take the Regents Exam in English but use the native language exam as a reference.

We administer the periodid assessment to our ELLs in order to determine their projected performance in the English Regents Exam. The cabinet results and shares them with the ESL teacher and all general education teachers. Additionally, the Inquiry Team, looks at how we can implement lessons to support student's academic needs. We also provide Wilson services to students with high deficiencies in reading and writing skills. The data shows that all ELLs continue to struggle with non-fiction reading comprehension and vocaulary skills. Teachers strive to implement lessons that address the four modalities that students are required to master. Classroom library and non-fiction books have been provided to support the diverse cultural background of our ELL students

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

N/A

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

Second language is considered in all instructional decisions from programming, to academic intervention for ESL students and instructional strategies in the classrooms. These instructional decisions are intended to provide differentiation according to language proficiency in different modalities across subject areas and English Language Arts classroom. Teaching staff meets during common planning and address the instructional strategies required for this student population. Measures such as; vocabulary development across all content areas, using graphic organizers, audio-visual resources to convey concepts/or material, planned grouping in the classroom set up, teaching concepts by association and pattern recognition. AOFE equipped all classrooms with smart board to support different learning styles for all our students.

7. 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?

N/A

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

We evaluate the success of our program by using cohort data, graduation trackers, PSAT scores, Regents Exams Scores, Credit Accumulation, attendance and SESIS accommodations. Our ESL program has been successful as evidenced in the progress made in the Regents Exams, credit accumulation and graduation rate of our ELLs. Because we are constantly reviewing and assessing the effectiveness of our program, we have been successful in moving our ELLs forward and supporting them as they make progress. We have met the adequate yearly progress since 2009.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The ELL students are identified using the following procedures.

- a) All newly admitted students will be referred to the LAB/BESIS Coordinator for eligibility of LAB-R Screening.
- b) The BESIS Coordinator will assist the parents in completing the home language identification Survey. An oral interview will be conducted in English or native language after completing the HLIS. The student will be given an informal oral interview which is administered by a certified ESL teacher. In addition, an informal oral and written evaluation will be administered by a certified Spanish teacher to determine the level of proficiency of the student's native language. Translators will be available through the Department of Education translation services if needed. If a newly arrived student is eligible for the LAB-R testing, the lab/BESIS coordinator will conduct an individual parent orientation to inform them of their parental options. The video presentation will be given in their home language and they will be given assistance to complete the form as needed. The parents are given the opportunity to ask questions with the assistance of translators if needed. We encourage parents to complete the forms as soon as possible. Most of the parents opt to complete the form on the same day of the individual parent orientation. The staff responsible for screening include the ESL teacher, the Guidance Counselor, bilingual parent coordinator as well as a certified Spanish Teacher and LAB/BESIS Coordinator.
- c) The student will be scheduled for the LAB-R test within 10 school days after admission. In the interim, the student will be placed in an age-appropriate class until the LAB-R hand scores are obtained.
- d) Students will be placed in an appropriate ESL class once the LAB-R scores are known based upon parental selection.
- f) If the student is known to the department of Education, the LAB/BESIS Coordinator will check the student's exam records in ATS to verify the student's entitlement status and NYSESLAT scores.
- g) If the student is entitled, the LAB/BESIS Coordinator will contact the parent to inform them of the results of the LAB-R and verify the parent's selection. The entitlement letter is given to the student and also mailed to the parent.

h) The student will be placed in an appropriate ESL class based on the NYSESLAT LAB-R Scores, placement test and age. This determination is made by the Assistant Principal of ESL.

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.

In addition to the procedures explained above, we also provide general information for incoming ELLs during freshman orientation. A meeting is scheduled for parents of ELL students to attend in order for them to gain knowledge of all three program choices. Parents will select from Transitional Bilingual, Dual Language and the Freestanding programs. Program selection forms are collected and kept by the ESL teacher. Translators or staff personnel that speak the language are made available to the parents so they can better understand the provided information. Program selection forms are collected from the parents at the end of the meeting. The parents of ESL students who are not first-time entrants are also invited and provided with the most recent NYSESLAT scores of their child.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Parents that attend the information session complete the Parent Survey and Program Selection forms at the meeting. The same procedure is followed for continued entitlement letters after the results of the NYSESLAT are available. Parents, who did not attend the information session, are contacted by the ESL teacher, Parent Coordinator, or Assistant Principals. Individual conferences are scheduled with parents that did not show to the ESL informational meeting. Once all the forms are completed the original surveys and the parental forms are maintained by the ESL teacher. The ESL teacher will also keep the NYSESLAT scores and the Lab-R results binder.

The parents of students who have not reached proficiency level in the NYSESLAT exam will get their entitlement letter for continued services in ESL. These parents are also invited to attend an informational session where the results of the test are discussed and explained. The Parent Coordinator participates in all workshops to provide guidance and support to the parents.

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.

The newcomers roster is reviewed for new arrivals or students who have previously been identified as ELLs. A home language survey is performed, and students are scheduled for the Lab-R exam by the certified ESL teacher. The ESL teacher will utilize the Lab-R hand-scored to determine the instructional level and placement. This information is used in programming the students for the appropriate ESL class level. For students already in the free standing ESL program, the NYSESLAT scores are used to determine their ESL instructional level. Students identified as beginners will receive three periods of support per day from the ESL and General Education teachers. Through Title III and all the appropriate sources, newcomers are encouraged to participate in academic intervention programs (AIS) or Saturday programs. Students identified as intermediate level will receive two periods of instruction per day. Once placement is determined, Students identified as advanced level will receive one ESL and one ELA period of instruction per day. Parents are informed of programs and placement level during parent orientation and/or follow up contact in person or via telephone. For students who are continuing, continued entitlement letters are also sent out. These letters can be found in our title 3 binder. The title 3 binder is maintained in our ESL lab/BESIS office by our coordinator, under the supervision of the Assistant Principal of ESL.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

As a team, the Assistant Principal of ESL, the LAB/BESIS Coordinator, Mrs. Tressler, ESL Teacher will ensure that all ELLs receive the NYSESLAT annually using the following protocols.

- a) All students that are eligible are identified through ATS and HSST reports such as BESIS, RESI, RNMR, and RLAT reports.
- b) The ESL teachers will create the dates of the speaking sections and the times that teachers will test.
- c) Make-up dates are schedules to support the testing.
- d) Parents are informed of the testing dates by mailed, phone master and during school events such as PTA meetings or Open School Night.
- e) The parents are contacted if students need to take the make-ups. The Guidance Counselor and the Parent Coordinator will facilitate the reach out to make sure that all students are tested.
- f) The ESL teacher will make sure that all components are provided to the students to be able to ensure test compliance requirements.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If

no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The AOFE trend for the past 9 years has been freestanding English as a Second Language for all the students that need to be provided with ESL services. Our program are aligned to parental options and are directly tied into programming decisions such as the ESL classes offered. Although every year, parents opted for ESL only classes, we continue to support these students , as our ESL teacher collaborates with the content area teachers in order to support what the students are doing in the content area classes. The program in our school are aligned with parental choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - A. As stated in Part 154, our students receive the requisite number of periods in ESL classes. Our ESL classes are departmentalized to serve our students. The ELL's students need to be able to meet the standards such as accumulating credits and passing the Regents exams. Students scoring below 65 are provided with double-periods to support them with the writing and reading skills. All entitled students receive three periods of ESL instruction per day at the beginning levels and two periods per day at the intermediate levels. Students at the advanced level receive one period of ESL instruction and one period of English Instruction. Students are grouped by proficiency level and by grade level to support with the ESL strategies. Student's cohort is also taken into consideration when assigning a student a grade. The students that are beginners and intermediate who are juniors or seniors are given additional support so that they can acquire the skills needed to pass the Regents exams across the content areas.

The organizational model for the ELLs is departmentalized.

- B. The program model is a heterogeneous grouping, but the beginners get extra time with the teacher where she utilizes different strategies to teach them. For example, repetition, slower pace, and simpler materials, audio visual resources, smaller groups.

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)?

The students at AOFE in our ESL classes exceed the number of ESL and ELA classes they are programmed to receive ESL instruction daily. The students that are in Advanced classes receive 180 minutes of ESL and 180 for ELA instruction. The students in Intermediate classes receive 360 minutes and students that are Beginners receive 540 minutes. The students receive additional support for 45 minutes to help them acquire the literacy skills to succeed across the content areas.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The language used to provide instruction in all content areas to the ESL students is English. Vocabulary development, the use of graphic organizers to scaffold instruction, informational text with graphic organizers, differentiated learning tasks are provided to support the varied learning needs of students. The ESL teacher include non fiction text books to support the the ESL strategies stated in the CCLS. The students are provided with a variety of writing skills such as narrative, argumentative, and expository essays to support the writing skills. Common planning among departments allows for vertical and horizontal alignment of instruction. Glossaries are provided during testing and the students are provided with extended time. The ESL teacher attends professional development to integrate ESL strategies into the lessons.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

During the admission process, students are assess, they are placed at the correct level of Native Language Arts.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We utilize the ELL Periodic Assessments to assess ESL students along with in-house interim assessments that will help us predict success on the NYSESLAT exams and on the English Regents for students who will be taking them. Teachers evaluate students using their own formative assessments in the classroom are reviewing the data of our PSAT's scores.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. In order to service the SIFE population , we have a plan in place to promote challenging, rigorous, culturally relevant and linguistically sensitive educational program of these students. Our SIFE students, once identified, will be assessed through a uniform

diagnostic test to identify their literacy and academic needs. We will assess these students using the ELL periodic Assessments which will assess their literacy and math levels. It can also identify academic areas that need improvement. The reading can be supported by the Wilson program and the SLOSSON Assessments can determine the weaknesses or advancement in vocabulary. The Guidance Counselor and the ESL teacher work together to monitor the progress of our SIFE students. The SIFE students will be placed in the appropriate level sequence to allow these students to have more time on task in the development of their language skills. The accumulation of credits and the regents scores are monitored on a marking period basis to provide support to the parents and students. The NYSESLAT results are reviewed by the ESL Teacher and A.P. of ESL when the scores are released in the Fall. Students programs will be revised to meet the NYS CR. 154 mandated number of unit of instructional support for ELLS based on their NYSESLAT scores and parental selection. In addition, the data is shared during the Guidance meetings with teachers across the subject areas. These meetings are to inform teachers and to support the academic needs of our student population.

b. Newcomers are carefully assessed and placed according to our admission policy into appropriate levels of ESL taught by a licensed ESL teacher. The students are placed in their ESL classes according to the level. These students are provided with differentiation of instruction to support their learning styles.

c. Ells students that require more than four years to graduate receive special attention from the ESL teacher, Guidance Department, Parent Coordinator and the College Advisor. These individuals create a plan of action to support the academic needs of this student. The students are provided with Regents Prep to support them with the Regents exams. Parents are notified when the Regents Prep classes are provided.

d. A long- term ELLs are identified and an extension of services is requested. These students are supported both academically and socially in an effort to help them transition into the mainstream. Teachers integrate NYSESLAT preparation into regular instruction, and our course of study for advanced ESL students includes challenging material reinforcing the four modalities. The students that failed any Regents exams are placed in Regents Prep courses and Saturday classes to help them acquire the skills necessary to pass the exams. Students have the opportunity to participate in extra-curricular activities to help them excel in activities that they enjoy such as sports and recreational activities like attending a Broadway play.

e. Our ELLs who receive special education services and are holdovers, benefit from the Saturday program through more time staying on-task in understanding the content. In addition, our ESL teacher communicates with the ICT teachers to support the academic needs of the ELL students. Technology has been provided to our special education students by using IPADS and apps that are aligned to support students through the four madalities in reading, writing, speaking and listening skills. Our special education students are also provided with Wilson if needed.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers integrate scaffolding strategies such as graphic organizers, resources such as audio text, study guides, gallery walks, amd multi-sensory experiences to support students academically. Teachers are also aware of student's IEP goals in order to help them develop a plan for achieving the academic goals. Our ESL coordinator and the Assistant Principal meet regularly with the IEP Coordinator to support and ensure that students programs are being provided as stated in the IEPs. The special education departments meets every week to discuss the students accumulation of credits and the academic needs of the students.

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

The ESL teacher and the special education teachers collaborate with each other to provide support in the classes. Teachers are using ESL strategies that can be implemented in the classroom. Teachers are informed of IEP's modifications and implement them in the classroom using differentiated support. During Guidance Meetings the school reviews student's schedules and classroom performance to maintain a tracking system of students growth.

Courses Taught in Languages Other than English ⓘ

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

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

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

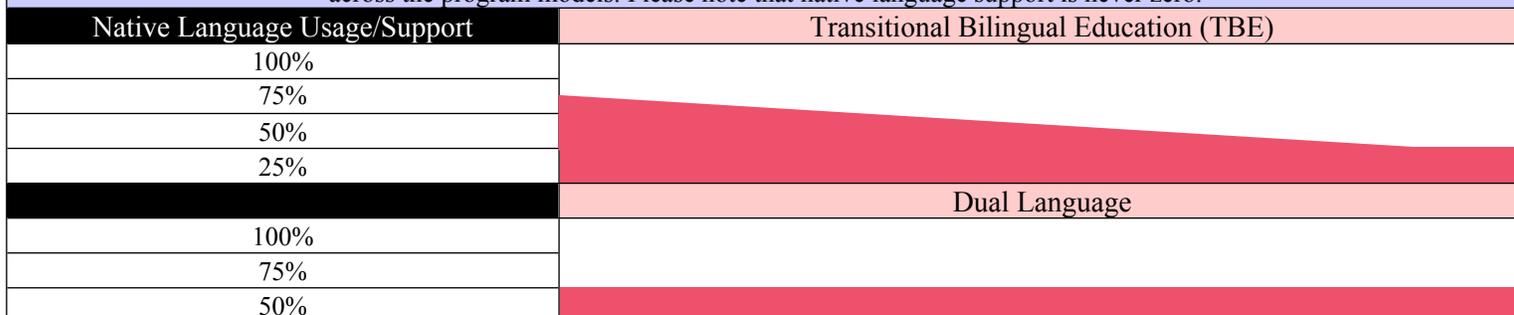
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Title III instructional funds will be utilized to continue the AOFE Regents Prep courses after school as well as on Saturdays. Our Regents Prep program will be conducted from October through June. The classes are taught by licensed teachers within the subject areas. The subjects that take place in Regents review are Math (Geometry, Algebra, Trigonometry), Science (Biology, Earth Science, Living Environment, Chemistry), Social Studies (Global History and Geography, American History and Government). The Saturday sessions take place between 9AM and 1PM. The student's goal is to attain a score of 80% or higher on their Regents exams. The tutorial and the after school programs are extensive and model testing accommodations to support the academic needs of our ELL population.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The Academy of Finance and Enterprise has met the AYP Math, English, and graduation rate for ELLs students. The program for the ELL students has allowed them to excel in our Regents Prep and Saturday program. Teachers in ESL use a variety of ESL strategies and instructional methods that support both content and language acquisition. ESL teachers and General Ed teachers scaffold the material across the subject areas as the curriculum is aligned with the new CCLS. The data of our ELL and SYFE students is shared with all the teachers. Teachers can tailor the instruction to meet the deficiencies shown in the analysis of student progress on the individual modalities.
11. What new programs or improvements will be considered for the upcoming school year?
- We are offering the APEX program for those students who need additional support in their classwork. APEX is an online test preparation program that provides supplemental instruction across all content areas. Teachers will be able to create exams through Common Core aligned questions. PSAT scores and ELL Periodic Assessment will be able to provide formative data that will be analyzed to differentiate instruction.
12. What programs/services for ELLs will be discontinued and why?
- We will not be discontinuing any programs for ELLs in our school.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs students are awarded equal access to all courses offered at the Academy of Finance and Enterprise HS. They are given the opportunity to take part in AP courses, business and technology classes as well as after school programs. Students can attain the CTE certification in Finance or Entrepreneurship. ELLs students participate in various school trips and after school activities such as sports. Students also are provided equal opportunity to participate in Regents Prep, AP courses and College Now program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ESL students are given the opportunity to learn English, improve their writing and communication skills. Students are able to use different apps software such as in Math, Science and Reading to improve their skills in these subject areas by using iPads. Technology is infused across the Business classes and our ELLs students are able to acquire the content. The iPads are used to facilitate group work with the teacher and to enhance their reading and writing skills.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In addition to receiving ESL services, our ELLs are challenged in their native language by taking rigorous and challenging courses. Our students are provided with AP courses across all content areas and in their native speaking language to strengthen their native language. Our ELLs are very successful in receiving 4s and 5s in the AP Spanish language exam. Our ELL students are challenged to take rigorous AP classes for them to have the college experience in coursework while they attend high school. Students that are taking AP courses can transfer the skills to many of the content area classes which is strengthening the student's academic learning in native language and English classes.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The ESL teacher reviews each student's academic needs factoring in their age and grade level in order to provide material that corresponds to the CCLS. Materials that are purchased correlate to novels in our English curriculum to support the rigor across the different ESL levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- In order to assist newly enrolled ELLs students, we provide a parent-student orientation in the beginning of the school year to

inform them about the programs offered within our school and the graduation requirements: Parents are given the opportunity to learn about available services to their children in ESL programs and school-wide programs. Parents are provided with workshops aligned with the CCLS to support students in their academic goals. Parents and students are introduced to the school personnel and are given a school tour prior to the beginning of the school year.

18. What language electives are offered to ELLs?

Since the majority of our ELLs speak Spanish they are provided with Native Language AP courses to help them excel. It is the only elective that is being provided in our school. The Business courses in Finance and Entrepreneurship are also available to our ELL students.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional Development is intergrated into our school culture and philosophy. We make every effort to support our staff by providing them training to help support our diverse ELL population. Our staff attends workshops offered by the office of English Language Learners and several other workshops that support Native Language art and content area instruction. Our network continues to provide our school with whole-group or one-on-one Professional Development session via our support services. Our Assistant Principal of ESL, together with our LAB-BESIS coordinator provides teachers and staff members with workshops utilizing data such as NYSESLAT report in order to implement ESL methodology to support instruction. The Pupil Personnel Secretary and the Parent Coordinator receive training in their role in the process of identification and compliance letters so that they have a better understanding of how to assist the ESL coordinator as she performs her functions. All staff are given training in CR-PART 154 requirements. Additionally, inquiry teams, faculty and departmental conferences provide an opportunity for teachers to learn together and try new ESL strategies to ensure the progress of our ELLs. Our Generation consultant, Dale Worsley, also works with teachers with providing literacy strategies that will help struggling ESL students. We will continue to train all our teachers in the 7 and 1/2 hours of professional development training during PD days that include PART 154 requirements, appropriate resource materials for the classroom, testing accomodations and meeting the CCLS. The Guidance Counselor receives training on the CR-PART 154 requirements and transitional placement from the Assistant Principal of ESL in order to help ESL students transition from middle school to high school level. The Guidance Counselor receives professional development through our network and outside professional development to support the mandates of our ELL students testing accomodations and placement for our Special Ed ELL students.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. The parents at AOFE take part in our Parent-Student orientation conducted in June. During this orientation, parents are given valuable information that will help their children transition from middle school to high school level. During the orientation, a workshop is offered to ELL parents and program options are discussed. Parents are given the opportunity to ask questions during the meeting. Translation services are provided. AOFE encourages parents to understand the graduation requirements and the new State Standards. Our Parent Coordinator is bilingual in Spanish and English. She works closely with the Administrative staff and instructional teams. One of her primary goals is to formulate, translate and distribute informational material. This initiative together with a series of workshops such as College And Career Readiness, financial aid, Road to Graduation, parental skills and gang awareness have helped create a community whose primary concern is the academic and emotional health of our English Language learners. As part of Title III funds, the Parent Coordinator and ESL teacher provide Saturday workshops. Parents of ELL students are also involved in PTA activities and are also part of the School Leadership team.
 2. The College Advisor and the ESL teacher have partnered with LGA, Baruch, Monroe Colleges to bring college workshops to parents to focus on the college application process .
 3. Parents needs; are evaluated through surveys and PTA meeting and the SLT. In addition, our Parent Coordinator is able to provide feedback to the school leadership team and the guidance counselor on behalf of the parents. The Principal and the Assistant Principals also meet during PTA, SLT and other workshops as well. The Principal has an open door policy to respond to concerns from parents.
 4. The parents workshops are offered to parents that have directly stated their needs of workshops that should be implemented to support them with their children. These programs are evaluated using parent feedback to improve in our best practices.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Academy of Finance and Enterpr

School DBN: 24Q264

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Victoria Armano	Principal		11/15/13
Ahuva Itzkovich	Assistant Principal		11/15/13
Juana-Santiago Fahim	Parent Coordinator		11/15/13
Susana Tressler	ESL Teacher		11/15/13
Andra Raghunandan	Parent		11/15/13
Victoria Franzese	Teacher/Subject Area		11/15/13
Delia Leon	Teacher/Subject Area		11/15/13
Ramiro Castellanos	Coach		11/15/13
	Coach		
Jessica Herrera	Guidance Counselor		11/15/13
Nancy DiMaggio	Network Leader		11/15/13
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q264 School Name: Academy of Finance and Enterprise

Cluster: 2.02 Network: CFN

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Parent /Guardian translation needs are determined by the parental language of preference indicated on the blue card and the Home language Survey. The information is entered into ATS and used to determine the language of translation necessary. HLIS reports are reviewed by the different constituencies in order to identify the languages spoken by the parents of students. Once the languages are identified, the proper resources and translators are acquired in order to meet the language needs of parents.

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.

Major findings include the need to have more frequent contact in our major language (Spanish) with parents regarding their children's interim academic progress. All communication regarding academic, after-school or socio-emotional activities is translated. We found that it is necessary to translate messages that are communicated via School Messenger. Due to the high low-income population of our school, it is critical to provide immediate oral translation, given the sacrifices of parents to visit the school, often without an appointment, to assess their child's academic progress.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Translation services are to be provided on an as-needed basis through translated, written communication using translation websites and bilingual staff members. Translation services will be two-way, from teachers to parents and from parents to teachers. We have designated two staff members who are responsible for translating communication from the school in a timely manner. All parents receive the Parent's Bill of Rights and Responsibilities. Our school net program and engrade provides academic progress to our parents through emails and facilitates ongoing reports to support our parents.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation services will be provided by designated school staff member, including our bilingual Parent Coordinator, during the school day and during Parent Orientation, Parent-Teacher Conferences and PTA meetings. Our Parent Coordinator and two administrators are bilingual in Spanish, a language spoken by 75% of the student population. The staff will contact DOE translation and interpretation unit at 718-752-7373, Ext. 4 to access translation services for languages that are not spoken by staff members.

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>.

The school has posted signs in the lobby indicating that translation services are available through staff and DOE members. In addition, parents are provided with translation and interpretation services during orientation sessions. Teachers utilize the language identification card so that they can properly identify the language the parents speak. Teachers are provided with the telephone number to access translation and interpretation services in case they needed when talking to a non-English speaking parent. The Parent Coordinator also notify parents of their rights to translation. The school has an open door policy for parents when they are seeking help..



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
Title III supplemental services for ELLs 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:
Professional Development 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:
Parent Activities	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Budget	<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:		