

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

24Q264

School Name:

ACADEMY OF FINANCE AND ENTERPRISE

Principal:

VICTORIA ARMANO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Academy of Finance and Enterprise School Number (DBN): 24Q264
Grades Served: 9-12
School Address: 30-20 Thomson Avenue Long Island City, NY 11101
Phone Number: 718-389-3623 Fax: 718-389-3724
School Contact Person: Victoria Armano Email Address: varmano@schools.nyc.gov
Principal: Victoria Armano
UFT Chapter Leader: Jessica Herrera
Parents' Association President: Kwok B. Tse
SLT Chairperson: Victoria Armano
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Sean Tse
Student Representative(s): Valerie Soto
Isaiah Momplaisir

District Information

District: 24 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza, Room 842A, Bronx, NY 10458
Superintendent's Email Address: elindse@schools.nyc.gov
Phone Number: 718-741-3157 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: Queens Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Queens, NY 11101
Director's Email Address: ipender@schools.nyc.gov
Phone Number: 917-225-2020 Fax: 718-391-8320

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Victoria Armano	*Principal or Designee	
Jessica Herrera	*UFT Chapter Leader or Designee	
Kwok B Tse- President Tais Oro- Co President	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Kwok B. Tse	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Valerie Soto	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Isaiah Momplaisir	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Janina Morones	Member/ Staff	
Yolonda Pough	Member/ Staff	
Barbara Vitanza	Member/ Staff	
Andra Raghunandan	Member/ Parent	
Frantz LaFontant	Member/ Parent	

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

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Academy of Finance and Enterprise is committed to providing opportunities for our students to excel academically across all subject areas. Our students are exposed to a Career Technical Education (CTE) based program which prepares them to compete in the financial market and business world. Our school offers two CTE tracks in Finance and Entrepreneurship which provides internships in many facets of business. Our students develop technological and business skills that can support them to pursue careers in business and financial institutions. We encourage our students to take College Now courses that are going to provide them with the foundation to meet the challenges in college and beyond. Our school offers rigorous courses in Trigonometry, Calculus, Statistics, Chemistry, Physics and AP courses in all subject areas. Our culturally diverse school community is affiliated with Community-Based organizations such as Citigroup, Viscogliosi, NAF, Junior Achievement, Virtual Enterprise, NY Cares, Big Brother / Big Sisters of NYC, Pencil, Futures and Options, Vesque Partners, Ivy Key, Kweller Prep, and many others. These organizations enhance our student's personal growth, leadership skills and integrity.

The Academy of Finance and Enterprise High School (AOFE) is a Title I School-Wide Program. The economic status of the students and their families at AOFE varies. This school year 65.1% of the students receive free lunch based on the October 31, 2015 register. Our school works with the families that are placed in temporary housing. The students that are in temporary housing are provided with a support system through our Guidance department. These students are provided with at-risk counseling services and their families are guided to reach out to organizations within their community. AOFE has received an A grade in the school's progress report for five consecutive school years from 2008-2013. In the school year 2013-2014, our school received a Well-Developed rating in our Quality Review. Our school data has maintained a consistent graduation rate of 90% and above. The student attendance rate has been 90% and above for the past 7 years. The AOFE community of dedicated staff, students and parents has supported our school's success. Out of 405 NYC High Schools that were ranked, AOFE was ranked #127 by the US News and World Report, "New York's Best High Schools".

AOFE serves on the Queens District 24/Queens College Steering Committee in an effort to educate the committee members to support the needs of the school staff and student population regarding college and career readiness skills. The purpose of this committee is to form a dialogue between Queens College and the schools who host their student teachers. The dialogue includes ways in which we can prepare and support student teachers who are entering the profession. This collaboration can help our High School students explore college options available to them through the College Now program. One of the teachers at AOFE was selected to participate in the TESOL certification program that is offered at The High School of Arts and Business. The teachers assigned to the program will work toward their TESOL certification. Queens College offered an Administration program and provided a scholarship for a teacher to pursue her Administration degree. One of our teachers was selected to the Administration program.

According to our 2014-2015 School Quality Snapshot, 90 percent of our 9th graders earned enough credits to be on track for high school graduation. 90% of our 10th graders earned enough credits to be on track to graduate from high school in four years. Our student's graduation rate for school year 2014-2015 was 94.3 percent. Our student's graduation rate within six years was rated 95.4 percent. In the school year 2013-2014, AOFE students successfully completed approved college prep courses. The percentage of students that graduated college ready was 86.2 percent. AOFE has 74 percent of the its graduates that are in enrolled in college or other postsecondary program within 6 months.

The Academy of Finance and Enterprise has integrated the elements in the framework where we have made the most progress in the rigorous instruction and collaborative teaching. Our teachers are committed to support our diverse

student population across the subject areas. As a result of teacher teams and grade team leaders across the departments we have increased our regents passing rates and graduation rates. Teachers at AOFE have guidance meetings on a weekly basis to discuss students that are at risk of not accumulating credits. The guidance department makes phone calls to the parents of those at-risk students. The guidance department arranges case conference meetings to support the academic needs of the students.

Our teachers are provided with professional development on a weekly basis. The workshops are aligned to the diverse needs of our students. We have prioritized throughout our observations (MOTP) that we must align our instruction through the Common Core Learning Standards. We partnered with Generation Ready and Teq Equipment to support our teachers best practices across the subject areas. In order to further improve our instruction, we would like to focus on our Quality Review recommendations from the previous school year. These recommendations included ensuring engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and is aligned to Common Core Learning Standards and/or content standards. We want to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching. The instruction will be aligned to the curricula, be engaging, and meet the needs of all learners so that all students produce meaningful work products.

We want to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for teaching. The key areas of focus will be to integrate reading and writing across the disciplines. AOFE teachers will develop a portfolio aligned to the CCLS that will integrate reading, writing and research skills for all students.

24Q264 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	475	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				16
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	N/A	# Drama
# Foreign Language	11	# Dance	N/A	# CTE
				14
School Composition (2013-14)				
% Title I Population	69.6%	% Attendance Rate		93.4%
% Free Lunch	69.4%	% Reduced Lunch		11.6%
% Limited English Proficient	6.9%	% Students with Disabilities		12.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		8.8%
% Hispanic or Latino	56.7%	% Asian or Native Hawaiian/Pacific Islander		18.6%
% White	13.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.33	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	4.0%	% Teaching Out of Certification (2013-14)		22.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.43
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	84.9%	Mathematics Performance at levels 3 & 4		90.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	93.5%	% of 2nd year students who earned 10+ credits		87.7%
% of 3rd year students who earned 10+ credits	89.5%	4 Year Graduation Rate		90.5%
6 Year Graduation Rate	97.1%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The Academy of Finance and Enterprise High School (AOFE) our current curriculum was in need of modifications due to the Common Core Learning Standards. As a school community, we have made changes in our English curriculum by using excerpts from EngageNY. In addition, we purchased the Collection Curriculum to reinforce the literacy shifts that are aligned to the CCLS. The Collection Curriculum has been implemented across all grades. The Mathematics department selected workbooks that are aligned to the Common Core Learning Standards.

On the 2014-2015 Quality Review, the school received a proficient score on indicator 1.1 Curriculum:

- The findings indicated that the curriculum is aligned to the CCLS across all grades and subject areas
- Academic tasks are planned and refined using data and student’s work.
- The curriculum maps provided evidence that the school develops rigorous academic tasks through the adaptations of Engage NY and Common Core aligned textbooks.
- The curriculum maps are being modified to include essential questions, performance indicators and assessments in reading and writing.
- The school portfolio projects promote higher order thinking skills with students conducting hands-on activity, research and writing with projects that are connected to the global world.

On the 2014-2015 Quality Review, the school received a proficient score on indicator 1.2 Pedagogy:

- The Quality indicator stated that the school leaders and faculty embraced a clear set of beliefs which builds consistency with regard to teaching practices and student’s ownership of work product across the school.
- The teacher’s usage of the Danielson Framework for Teaching allowed multiple pedagogical approaches.
- The findings of the teaching practices which were aligned to the Common Core supported students to engage in high level discussions.
- The instructional shifts need to be sufficiently embedded across all departments to provide opportunities for all learners to produce rigorous work products.

AOFE strengths are:

- 4.2 Teacher teams participated in professional collaborations and distributed leadership structures that foster reflection as well as provide opportunities to examine data on inquiry teams allowing for collaborative input on curricula and teaching practice.

- 3.4 Our school culture promotes high levels of expectations for all staff through multiple structures and a culture of reciprocal accountability. Our school orchestrates many opportunities to inform our students and parents through weekly and monthly bulletins, an Advisory Board, workshops, Engrade, School Messenger, Monthly Principal’s Meetings with the PTA and School Leadership Team.

AOFE areas of improvement are:

- The Academy of Finance and Enterprise teachers will be provided with professional development through Generation Ready consultants.
- The English Department will be provided with the Collection Curriculum across the grades with a student bundle for every student. Professional Development has been provided by McGraw Hill publishing.
- Team Leaders across the grades will meet with the departments vertically and horizontally on a weekly basis to support instruction that is aligned to the CCLS. Teachers are attending workshops to support their best practices.
- The Mathematics Department will meet and discuss how they are going to support the Common Core Curriculum to support the mathematics shifts.
- We want to increase the number of students that receive CTE certification.

Part 2 – Annual Goal

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

By June of 2016, 80% of the teachers will have aligned the Math curriculum with the Common Core Learning Standards. Teachers will engage students through inquiry-based questions, explorations, oral discussion to increase rigor and understanding the CCLS of the concepts. Teachers will engage students in writing skills across the math content areas through portfolios.

We will measure the progress of the Algebra 2/Trigonometry through formative and summative assessments and student's work product. The item analysis will guide the teachers to concentrate on the skills needed to align the curriculum to the CCLS. The teachers will measure student's progress through cycles to identify the progress that students are making. Students will take the January and June Trigonometry regents that will showcase the student's performance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ol style="list-style-type: none"> 1. Professional Development offered to Math teachers from the Teq online and a Generation Ready consultant. 2. All Math teachers will be versed on the pedagogical shifts demanded by the Common Core Standards. 3. All Math teachers will analyze the EngageNY.org website curriculum resources to aid in their lesson planning. 4. The Math Department will use the EngageNY.org resources to modify the curriculum that are suitable for our school. 5. All eight mathematical practices will be discussed at Inquiry meetings and ongoing Professional Development within the Math department. 6. The Math Department will purchase workbooks that are aligned to the CCLS to support the math shifts in mathematics. The workbooks were provided for Algebra and Geometry for all students. 7. The special Education and ELLs students will be provided with academic support to make sure that they are able to understand the content. The school will provide regents prep and tutoring sessions during the day to support the diverse needs of our students. 8. Students that are undercredited will be provided with regents prep to help them with the content. We are going to also provide these students with Peer tutoring to engage them in collaborative learning. 	<p>Mathematics Teachers</p>	<p>September 2015- February 2016 February- June 2016</p>	<p>Borough Field Support Center Mathematics Achievement Coach, Assistant Principal of Mathematics</p>
<p>Teachers facilitate small group and individual tutoring during extended and regular school day hours.</p>	<p>All students</p>	<p>September 2015-</p>	<p>Teachers, Assistant Principal of Mathematics, Guidance Counselors, Parent Coordinator</p>

		February 2016	
		February 2016-June 2016	
The Assistant Principal of Math will give frequent presentations during the school year to the Parent Teacher Association regarding curriculum updates in mathematics. The AP will communicate to parents about the changes that are occurring within the mathematics curriculum at open houses, parent teacher conferences, and outreach organizations within our community. The Assistant Principal of Math will update the Parent Coordinator with changes in the mathematics curriculum on a monthly basis.	Parents of all students	September 2015-February 2016 February 2016- June 2016	Assistant Principal of Mathematics, Math Team Leader, and Parent Coordinator.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax-Levy: Coverage for inter-visitation of classes on a weekly basis.											
Tax-Levy: Circular Six Professional Periods.											
Professional Periods will be use to support students in small groups.											
Tax Levy and Title III: Per-Session											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By the end of February 2016, math teachers will utilize mid-module assessments and formative assessments for every module. These assessments will test for effectiveness within curriculum development as evidenced of the data accumulated. Teachers will provide monthly cycles through their marking periods to determine the growth of their students through data analysis.

By the end of February 2016, math teachers will fully incorporate mathematical practices in their lesson plans. Teachers will link common core standards within the math curriculum as evidenced by the MOTP reports through ADVANCE.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

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

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In reviewing the Item Analysis from the Common Core ELA from June 2014 and January 2015, we have identified our strengths, areas for improvement and benchmarks that are necessary for students to succeed on the ELA Common Core. We will implement these findings into our curriculum and assessments.

On the 2014-2015 Quality Review, the school received a proficient score on indicator 1.1 Curriculum and 1.2 Pedagogy

1. Teaching practices will be aligned to the curricula through the use of Collections.
2. AOFE teachers will use the teaching strategies (including questioning, scaffolds in English or native language where appropriate, writing development through argumentative essays and portfolios. Teachers will consistently provide multiple entry points into the curricula so that all learners, including ELLs and SWDs, are engaged in the ELA curricula.
3. Student’s portfolio and work products will reflect high level of student thinking and participation across the subject areas.

Areas of strengths are :

- The 2013-2014 passing rate for the ELA Regent’s exam was 93% for the 2005 Standards. The 2013-2014 ELA Common Core exams passing rate was 100%.
- AOFE teachers implemented the Collection curriculum to support the literacy skills to improve our Regents scores across the subject areas.

Part 2 – Annual Goal

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

By June of 2016, 80% of the teachers will refine all CC English Language Arts curriculum and assessments. This goal will be measured through formative assessments, predictive (School net), and diagnostics tests. All units and lessons will be aligned to Collections. The literature circles will reinforce the literacy shifts that are aligned to the CCLS. The item analysis was reviewed for January 2015 and June 2014 in order to strengthen the literacy skills.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>1. All teachers will be provided with the Collection curriculum that is aligned to the CCLS.</p> <p>2. All teachers will create argumentative essays and text-based analysis and response tasks aligned to the CCLS during common planning.</p> <p>3. Assistant Principal of English will review implementations during classroom observations that are aligned to the ELLs and the SWD based on the academic needs of the students.</p>	<p>Teachers</p>	<p>September 2015- February 2016 February- June 2016</p>	<p>ELA teachers, Generation Ready Consultant, Assistant Principal of English</p>
<p>Teachers facilitate small group and individual tutoring during extended day and regular school hours.</p>	<p>All students</p>	<p>September 2015- February 2016 February- June 2016</p>	<p>Teachers, Assistant Principals, Guidance Counselors, Parent Coordinator</p>
<p>The Assistant Principal of English will present information to parents regarding the ELA Common Core Curriculum to our ELLs and SWDs. The presentations will be geared to parents during PTA meetings, Open Houses and parent community events such as Saturday’s meetings once a month.</p>	<p>Parents</p>	<p>September 2015- February 2016 February- June 2016</p>	<p>Assistant Principal of English, ELA teachers, Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax Levy and Title III Per-Session											
Generation Ready Consultation											
Tax Levy Assistant Principal											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, teachers will increase the coherence and rigor of assessment tasks that are aligned with the Common Core Learning Standards (CCLS) as evidenced through a review of student’s work such as portfolios, argumentative essays, samples and a list of reading books.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on the 2014-2015 Principal Performance Observation recommendation, we will refine and build on this year’s instructional focus and PD around multiple entry points and teaching practices to ensure that teachers strategically provide multiple entry points so that lessons challenge all students in their learning and result in producing meaningful work across all subject areas.

On the 2014-2015 Quality Review, the school received a proficient score on indicator 1.1:

1. Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional shifts.
2. Across classrooms, teaching strategies (including questioning, scaffolds in English and/or native language where appropriate, and routines) consistently provide multiple entry points into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student’s work.
3. Across classrooms, student work products and discussions reflect high levels of student thinking and participation across the diverse students.

On the 2014-2015 Quality Review, the school received a proficient score on indicator 1.2:

1. Across classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school’s curricula, thus providing actionable feedback to students and teachers regarding student achievement.
2. The school uses common assessments to determine student progress towards goals across grades and subject areas. The results are used to adjust curricula and instruction.
3. Across classrooms, teachers’ assessment practices consistently reflect the use of ongoing checks for understanding and student self-assessment so that teachers make effective adjustments to meet all students’ learning needs. Teachers will use exit slips to assess for understanding and to reteach content that students are having difficulties.

After reviewing the Advance School level MOTP summary for the 2014-2015 school year we found that our school’s area of strength is growing and developing professionally. Our review also revealed that our areas of weakness are in the area of 3B: Using questioning and discussion techniques. We have 42 % percent of our teachers rated as effective. 53% percent were rated as highly effective. We want to support the effective teachers to become highly effective through professional development.

Part 2 – Annual Goal

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

By June 2016, 80% of the teachers will have participated in bimonthly professional development in order to incorporate multiple entry points in their planning and high levels of questions and discussions. We will measure the progress of this goal through ADVANCE observations. Teachers will integrate technology across the subject areas and infuse questioning and discussions through their lessons and units.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>1. Teachers will participate in professional development on Mondays once a week.</p> <p>2. During Common Planning time, teacher teams will view instructional videos and analyze their low inference data using the Danielson rubric and the Teq online videos.</p> <p>3. Professional Development will be conducted by teacher leaders and administrative support centered around the revision of lesson plans, units and conferences focusing on questions and discussions.</p> <p>4. Teachers will participate in peer observations in order to refine and strengthen teacher practice.</p>	<p>Teachers</p>	<p>September 2015- February 2016 February- June 2016</p>	<p>Assistant Principal of Supervision in content areas, Teacher Leaders, Borough Field Support Center Achievement Coaches and Generation Ready Consultants</p>
<p>1. Multiple-entry point strategies specific to ELLs, SWDs, SIFE, and over-aged, under-credited students will be addressed during professional learning experiences.</p>	<p>Teachers</p>	<p>September 2015-</p>	<p>Borough Field Support Center staff specialist in the areas of ELLs SWDs, and student support.</p>

2. Teachers will bring samples of student work to analyze with the instructional teacher teams.		February 2016 February- June 2015	
<p>1. Parents are informed about MOTP updates through information sessions in School Leadership Team meetings and Advisory Boards.</p> <p>2. The Assistant Principals present MOTP requirements at PTA meetings and parent workshops.</p> <p>3. Parents will be provided with monthly workshops that pertain to the CCLS skills that our students need to develop in reading, writing, speaking and listening skills through technology.</p>	Parents	September 2015- February 2016 February- June 2016	Administration, AP Supervision of Content Areas, Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax Levy: Circular Six duties											
Tax Levy: SBO Professional Learning Time schedule											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By the end of February 2016, 80% of the teacher will understand multiple entry points will be evaluated through observations, instructional artifacts and student performance. Technology will be integrated through the lessons and units to reinforce the CCLS across the subject areas.
By the end of February 2016, Administrators will differentiate learning opportunities for teachers performing at different levels of mastery as part of their next steps for teachers based on observations and post-observation conferences.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

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

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>English Language Arts (ELA)</p>	<p>Incoming 9th grade students who scored at levels 1 or 2 on their 8th grade ELA assessment/HS formative assessments.</p>	<p>Incoming 9th grade students who scored at levels 1 or 2 on their 8th grade ELA Assessment receive an evaluation. The evaluation will be used to provide at-risk students with the Wilson program. The Wilson program supports students with their reading levels. Students are given support via strategies in vocabulary, writing and reading interventions. Teachers provide scaffolding and additional resources in order for students to make progress.</p> <p>Students who failed the New York State Regents Examination in ELA receive individualized tutoring based on their English Regents Item Analysis. Students are also provided with Regents Prep to support them with the reading and writing literacy skills.</p> <p>Specific emphasis is placed upon students' abilities to determine importance in the texts</p>	<p>Students are provided with the Wilson program to support their reading skills. ELA classes are given to the at-risk students through small group instruction.</p> <p>Students who have failed the New York State Regents Examination in ELA receive support through small group instruction through Regents Prep.</p> <p>ELL students receive additional support in ELA one-to-one via the push-in model of ESL instruction.</p> <p><u>Circular 6R Tutoring</u> 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><u>Circular 6R Tutoring</u> is delivered during the school day.</p>

		<p>that they read across the Collection curriculum. 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 analyzing 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><u>Circular 6R Tutoring</u> is delivered daily during a professional period by various teachers throughout the day.</p> <p><u>Summer School</u> Students are identified by their failure report to meet course requirements. These students have the opportunity to recover credits and retake the ELA Regents in August or January. At-risk students are identified by the use of Cohort data.</p>		
Mathematics	Students who have failed the Regents exams in the area of Mathematics. Students that scored a 1 or 2 in the 8 th	Students receive additional classes in the respective disciplines of Integrated Algebra, Geometry, and	Our method of delivery is extensive. We offer small group instruction through teacher professional assignments mostly	Small group instruction is held during the day and Regents tutoring occurs on Saturdays. Our Peer Tutoring

	<p>grade mathematics assessments.</p>	<p>Algebra2/Trigonometry after failing the NYS Regents Exam in any one of the math subjects. Our math inquiry group focuses on maximizing techniques to ensure success for all students by providing Regents Prep and after school tutoring.</p> <p><u>Summer School –</u> Students are identified by the failure report to meet course standards. Students can make up credits by attending summer school. We identified students that can retake Regents exams and the at-risk students identified by cohort data.</p> <p><u>Saturday Regents Tutoring Program</u></p> <p><u>Circular 6R Tutoring –</u> delivered to individual students or groups of 6-10 students.</p> <p>Students are given a diagnostic assessment and Item Analysis is created. This leads to targeted tutoring, individualized, according to student’s progress and data.</p>	<p>in groups of 6 students. Saturday Regents tutoring classes (small group) and peer tutoring in the student center (one-to-one.)</p> <p><u>Circular 6R Tutoring</u> is delivered by the teacher during a professional assignment.</p>	<p>Program occurs during the day and after school.</p>
<p>Science</p>	<p>Students who have failed Regents examinations in the area of Science.</p>	<p><u>Circular 6R Tutoring</u> 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</p>	<p><u>Circular 6R Tutoring</u> is delivered to small groups of no more than 10 students.</p> <p><u>Make-up Labs</u> – is delivered through whole group instruction.</p>	<p><u>Circular 6R Tutoring</u> is delivered during the school day.</p> <p><u>Make-up Labs</u> delivered during the school day or during after school hours.</p> <p><u>Living Environment Exam Prep –</u></p>

		<p>offered during select periods of the day and is subject to programming constraints (teacher/student availability.)</p> <p><u>Make-up Lab</u> – is delivered during the school day, one day per week for Living Environment and Chemistry courses.</p> <p><u>Extended Day</u> – is delivered on a selected afterschool schedule and includes a course of study in the Sciences via traditional and computer assisted instruction.</p> <p><u>For Students in Living Environment and Chemistry</u> – students are given support via strategies in vocabulary, writing and reading interventions in the sciences to increase positive student outcomes on NYS Science assessments.</p>	<p><u>Living Environment Exam Prep</u> – Students who have failed the New York State Regents Examination in Living Environment receive support through whole group and small group instruction.</p> <p><u>Extended Day</u> – Regents Prep and Saturdays are provided to support the individual needs of students.</p>	<p>Services are provided during the school day with additional support during after school and on Saturdays.</p> <p><u>Extended Day</u> – Services are provided after the school day,</p> <p><u>Summer School</u> – delivered during the day. Students are provided with instruction in groups, and one-to-one instruction.</p> <p><u>Summer School</u> – Delivered via whole group, small group and individualized instruction.</p> <p><u>Saturday Regents Tutoring Program for students in Living Environment and Chemistry</u> – Delivered via whole group, small group and one-to-one instruction.</p>
<p>Social Studies</p>	<p>Student who have received a Level 1 or 2 on the 8th grade ELA/ HS formative assessments</p>	<p>Students are given support through tutoring during professional periods Circular 6 assignments. Students are also given support through an academic intervention team and all students that are scheduled to receive standardized testing are given a personalized education plan by the guidance counselor. This plan allows the student to</p>	<p>Small group instruction, one-to-one tutoring, purposeful grouping, pull out and push in models.</p> <p><u>Circular 6R Tutoring</u> 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.</p> <p><u>Circular 6R Tutoring</u> is delivered during the school day.</p>

		<p>set goals and benchmarks for themselves and receive skill and content development for the regents. Student progress is also assessed through formative, interim and summative assessments which enable educators to develop a prescriptive support plan for each individual student.</p> <p><u>Circular 6 Tutoring –</u></p> <p>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.)</p> <p>Students are provided with Regents Prep support along with in-class instruction for Global History and Geography, United States History & Government, Participation in Government and the Principles of Economics.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students are identified by the guidance department and teachers.</p>	<p><u>Guidance Department</u></p> <p>Coordination of after-school tutoring performed by various</p>	<p><u>Guidance Department –</u></p> <p>Services provided as whole group, small</p>	<p><u>Guidance Department -</u></p> <p>Services provided are delivered during the school day.</p>

		<p>departments. summer school referrals, daily attendance calls, Engrade, phone log entries, Group Guidance lessons, Pupil Personnel Team, meetings, guidance case conferences, parent/student conferences, teacher conferences, attendance meetings, dean’s referrals for</p> <p>guidance outreach, review and monitoring of cohort data, referrals of outside agencies (CBOs), PM School Program such as the YABC, Recovery Program, Student assemblies increased support services to specific target groups including Ells, economically disadvantaged, Black, Hispanic and SWDs. Use of NYC Schools Account to identify target groups and monitor and track data.</p> <p><u>School Psychologist, Social Worker, Related Service Providers, etc.</u></p> <p>Manage and complete Triennials including Educational Planning, Committee meetings with outreach to students, parents and staff.</p> <p>As needed, reopening, updating and evaluating student cases through the Annual Review</p>	<p>group and one-to-one.</p>	
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		<p>Process. As needed, management of the MDR process and the creation of a Behavioral Intervention Plan for each student.</p> <p>Participation and consultation with PPT including general education guidance counselors, social workers and teaching staff.</p>		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The Administration and the Guidance department actively engages in conversations with CUNY, SUNY and Community Colleges as well as private universities such as Pace and NYU. These partnerships take place during the school year where these organizations participate in the Advisory Board. We observe our classes with student teachers from Hunter College and from Queens College which are also part of student teaching and the new State requirement Program. This process 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 the Open Market and conduct thorough interviews as well as classroom demonstrations where a team of administrators, teachers and students are able to observe and provide feedback to the Principal regarding the candidates. All ATRs assigned to our school are interviewed when vacancies are available. We also review all teachers' licenses and work with our Program Office so that they teach utilizing the proper licenses. We provide professional development utilizing Title I funds as well as other ESL Bilingual grants. 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.</p> <p>The Generation Ready consultant provides support to teachers and aligns the Common Core standards with the curriculum maps, lessons and the instructional expectations for the school year. The Advance ratings and review with the teachers helped create an effective plan of expectations across the subject areas. We are also currently working with our Borough Field Support Center to inform us about the new hiring restrictions. The teachers receive training by the administrators to support professional development through the Danielson Framework Rubric.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>We provide MOSL training bi-monthly along with Circular 6 and modified scheduled meetings with staff and the Administration. The teachers and staff members are provided ongoing Danielson Training and instructional support plans through the network and Generation Ready Consultants. The Principal and Assistant Principals have attended several meetings with Borough Field Support Staff to enhance high quality instruction for all students and staff.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.
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		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	201,783.00	X	Section 5B
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,617,850.00	X	Section 6

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another

purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

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

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

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

School-Parent Compact (SPC)

The Academy of Finance and Enterprise HS, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and

programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 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 with 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 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Academy of Finance & Enterprise	DBN: 24Q264
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>26</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>5</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ The supplemental program will be afterschool and will engage ESL students in reading and writing activities to supplement their ESL classes during the school year. The activities will include but will not limited to preparing for the NYSESLAT, and Regents exams. There is a total of 26 ELLs students consisting of 1 Beginner, 5 Intermediate, and 20 Advanced.

-
Our Title III Language Instruction Program focuses on providing additional support in ESL and across content area subjects through small group tutorial services. We plan to have an after school program to provide support to the ELLs students. This program will meet after school on Thursdays from 2:40PM-3:40PM p.m. from November to June of 2015. The purpose of this program is to provide assistance with homework and portfolio projects. We will have one ESL teacher providing support to students. We will also provide After School Regents Preparation and Credit Recovery. The purpose of this program will be to assist individual ELL students with preparation for Regents Exams. Also, we want to help those students that are behind in credits with credit recovery classes. We will have two teachers working with APEX and Credit Recovery curriculum supporting the students. This program will be held from November 2014 until June 2015. We will target all ESL students, specifically, 20 Advanced and 5 Intermediate and 1 Beginner. We will be using the English Language periodic assessment for ELL's and the NYSESLAT scores in order to identify students' strengths and weaknesses across modalities. By doing this, we will develop an individualized improvement plan for all students. The NYSESLAT scores will be used to align instruction and target the specific areas in which students need the most support in reading, writing and listening skills. The Instruction will be provided in English. Students will be supported by Licensed ESL teachers. The ESL teacher will use ESL methodologies to infuse the four modalities: Listening, Reading, Writing and Speaking.

-
There will be a content area teacher for each subject area to support all content areas such as in Math, Science, English, Global History and U.S. History. The students will be provided with Common Core Learning Standards curriculum to support the academic needs of all of ELL students.

Part C: Professional Development

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

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

Begin description here: _____ Rationale: To support teachers in the development of strategies that will help ESL students become more exposed to language. Teachers will become familiar with phonemic awareness, phonics, reading fluency, including oral skills, vocabulary development and reading comprehension strategies in an effort to aide ESL students in becoming academically literate.
February/March 2015: Target: 25 Teachers (All teachers at the Academy of Finance and Enterprise)
Duration: 55 minutes X 2 sessions = 110 minutes (As part of the weekly professional development

Part C: Professional Development

program)

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

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

The ESL Teacher will be attending professional development sessions offered by the UFT, Office of English Language Learners as well as attending the TESOL. The TESOL workshops will be a 2 day conference that the ESL teacher will attend to support the strategies implemented in her classroom.

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Part D: Parental Engagement Activities

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

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

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

On-going activities: September 2014-February 2015

September 2014: Target: 33 parents:

Duration: 60 minutes

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

Providers: Sophie Kerbeykian, ESL Teacher, Victoria Armano, ESL/Spec. Ed; Juana Santiago-Fahim, Parent Coordinator

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

Schedule: On-going: September 2014-June 2015

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

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

On-going Activities: November 2014-June 2015.

Duration: 46 minutes each

Topics:

The Road to College: October 2014

FAFSA Applications: January 2015

ARIS Parent Link: February 2015

Using the Internet: Setting Up Accounts to aim access to the school website: September 2014

Accessing School Resources: Engrade: September 2014

Presenter: Juana Santiago-Fahim, Parent Coordinator

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

Part D: Parental Engagement Activities

Duration: 90 minutes each

Learning Difficulties: Early Detection and Ways to Help Children: November 2014

Detecting Depression and Anxiety in Children: Understanding Causes, and Helping Techniques, December 2014

Improving Communication with Adolescents: January 2014

Literacy Skills: What are some strategies that can help my child improve his/her reading and writing skills, and Math Skills: What are some strategies that can help my child improve his/her reading and writing skills: February 2014

Each workshop will be \$500.

Presenter: Dr. Iris Yankelevich--Yankelevich Educational Services

Part E: Budget

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

Allocation Amount: \$11200

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

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Victoria Armano	Assistant Principal Milton Javier
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher	School Counselor Jessica Herrera
Teacher/Subject Area Victoria Franzese	Parent Kwok Tse
Teacher/Subject Area Ramiro Castellanos	Parent Coordinator Juanita Fahim
Related-Service Provider Dave Cunanan	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	515	Total number of ELLs	27	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	11
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	8

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	14			5	1		8	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
French									0	0
Chinese									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)											1			0
Emerging (Low Intermediate)										2	0	1	1	0
Transitioning (High Intermediate)										2	1	1		0
Expanding (Advanced)										10	4	1	3	0
Commanding (Proficient)										4	9	7	3	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total											0	0	2	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										4	9	7	3	0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	7		6	
Integrated Algebra/CC Algebra	22		19	
Geometry/CC Algebra	13		12	
Algebra 2/Trigonometry	4		3	
Math _____	0		0	
Chemistry	4		4	
Earth Science	9		8	
Living Environment	21		17	
Physics	0		0	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	14		11	
Geography	0		0	
US History and Government	5		4	
LOTE	0		0	
Government	0		0	
Other _____	0		0	
Other _____	0		0	
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	
NYSAA Science	0		0	

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The assessment tools used at the AOFE to assess early literacy skills of the ELL students are the NYSITELL, NYSESLAT, ELL Periodic Assessment and PSAT scores. To determine literacy skills we review the middle school ELA scores. Teachers also create their own formative assessments at the beginning of the school year to identify the strengths and weaknesses in the students. These exams are used to identify the strengths and weaknesses of students in the four modalities; listening, speaking, reading and writing. The data from the NYSITELL and NYSESLAT provide insight as to the levels of classifications. The ELL Periodic Assessment results indicate that students need to be supported in writing and reading comprehension skills. The PSAT scores provide information regarding students' reading and math scores which can be instrumental in supporting students' academic needs. The ESL teacher reviews the data and prepares lessons that are going to support the needs of our ELL population.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 In reviewing our NYSESLAT 2015 data, the data shows that we have in our 9th grade, 10 Expanding, 2 Transitioning, 2 Emerging and 0 Entering. In the 10th grade, we have 4 Expanding, 1 Transitioning, 0 Emerging and 1 Entering. In the 11th grade, 1 Expanding, 1 Transitioning, 1 Emerging and 0 Entering. In the 12th grade, 3 Expanding, 0 Transitioning, 1 Emerging and 0 Entering. We found that 18 students are Expanding, and 100% of our total ELLs need more support in Reading Comprehension and Writing Skills. Because we have found that writing is the weakest skill according to our trends analysis, we cover all the modalities but make a greater emphasis toward writing across the subject areas. The data reveals that the majority of ELL students are struggling with reading comprehension and writing skills. The ESL teacher has selected books that are going to support the two modalities which are reading and writing. The ESL teacher has a book selection that is diverse to engage students in reading and writing skills.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our ESL students are currently meeting effective in the Annual Measurable Objectives in English and Math. In analyzing our English Regents data comparing 2009 cohort to 2010 cohort results, our school did show improvement on proficient levels of 3 & above for specific category, "Limited English Proficient". The percentage was 67%. We would like to increase the percentage of students who

are proficient in levels 3 & 4. We have determined that we need to focus on writing. ESL students are provided with writing responses through prompts. Students will actively engage in the writing process by giving them the opportunity to write in a variety of non-fiction genres. Students will engage in the process by responding through prompts and receiving targeted feedback and allowing students to reflect on the writing process and engage in a variety of activities such as free-writes, think-pair-share, graphic organizers. Students will use the computer lab during the school day in order to further enhance their writing skills through technology. Students will have to develop a Portfolio to increase their writing skills across the disciplines.

4. For each program, answer the following:

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

Paste response to questions here: Students taking Regents Exams in content areas are provided the exams in both English and their native language. Students are able to choose which language they would prefer to take the Regents exam. After analyzing the Regents results in Comprehensive English, Living Environment, Global History and Geography and US History and Government, we have great success in Global History and US History. 95% of our ELLs passed the Global History Regents, and 98% of the ELLs passed US History. In analyzing our data for several years, we have found that students fared better when taking the exam in English. We also find that an overwhelming majority of students prefer to take the exam in English but use the native language exam as a reference and guide to support their comprehension skills in their native language.

We administer the Periodic Assessment to our ELLs in order to determine their projected performance on the English Regents Exam. The cabinet reviews results and shares them with teachers who use this data in the inquiry process. This year, we will also be administering the ELL periodic assessment and using that data to analyze the results with our departments and inquiry teams.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here: N/A

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

Paste response to question here: Second Language development is considered across the disciplines and the instructional decisions. We reviewed the programming for all ENL students and to determine the academic intervention programs for our ESL students. The ESL teacher targeted instructional strategies in the classroom that are going to support the second language development. These instructional decisions are designed to provide differentiation according to language proficiency in the different modalities in both the content areas and the English Language Arts classroom. In order to make these instructional decisions we review reports such as the RLAT, the RNMR and the HLIS.

7. For dual language programs, answer the following:

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

Paste response to questions here: N/A

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

Paste response to question here: We review with a team of educators including the ESL teacher the success of our programs using cohort data, graduation trackers, item analysis on Regents exams, credit accumulation data and attendance data. Our ESL program has been successful as evidenced in the progress made on student regents exams, credit accumulation and graduation rate of our ELLs. Because we are constantly reviewing and evaluating the effectiveness of our programs, we have been successful in moving our ELLs forward and supporting them as they make progress. According to our state measures, we have met AYP for the past several years including for our sub-group of ELLs.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

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

When a student is first admitted to The Academy of Finance and Enterprise, his/her records are examined thoroughly. If the entrant is new to the DOE, the HLS is conducted by the ESL teacher as well as an interview with the parent/guardian. If the student's home language is English, the student is not considered an ELL. However, if the HLS and parent interview indicate that a language other

other English is spoken at home, then the NYSITELL is administered. If the student receives a rating of proficient, then that student is not eligible to receive ENL services. However, if the student's score indicates that he/she is an ELL, then he/she is placed in an ENL program and in the spring is administered the NYSESLAT.

We identify and place our students according using the following process:

- 1) All newly admitted students will be referred to the LAB/BESIS coordinator for eligibility screening.
 - 2) LAB/BESIS coordinator and certified ESL teacher, Ms. Kerbeykian will assist the parents to complete the HLIS. An oral interview will be conducted in English/ native language at the time of completing the HLIS. In addition to the HLIS, the student will be given an informal oral interview which is administered by the LAB/BESIS coordinator or other certified ESL teacher. In addition, an informal oral and written evaluation will be administered by a certified Spanish teacher to determine level of proficiency in student's native language. Translators will be available or the Department of Education translation services will be utilized. If a newly arrived student is eligible for NYSITELL 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. They are given the opportunity to ask questions with the assistance of translators. We encourage parents to complete the form as soon as possible. Most of the parents opt to complete the form on the same day of the individual parent orientation. The pedagogues responsible for the screening include our bilingual (Spanish/English) Parent Coordinator, Guidance Counselor, LAB/BESIS Coordinator/certified ESL teacher, as well as a certified Spanish teacher.
 - 3) The student will be scheduled for the NYSITELL test within the ten school days and in the interim the student will be placed in an age-appropriate class until the NYSITELL scores.
 - 4) Student will be placed in an appropriate ESL class once the NYSITELL scores are known based upon parental selection.
 - 5) If the student is known to the NYC Department of Education, the LAB/BESIS coordinator will check the student's exam records to verify the student's entitlement status and NYSESLAT scores.
 - 6) If the student is entitled, the LAB/BESIS coordinator will contact the parents to inform them of the results of the NYSITELL and to verify their parent selection. The entitlement letter is given to the student and mailed out as well.
 - 7) The ELLs students will be provided with the NYSESLAT in May and scores will be review by the ESL teacher and Principal. The NYSITELL will determine the placement for ESL services that need to be provided. This determination will be made by the ESL Teacher and the Principal.
 - 8) If the student's native language is Spanish, the Spanish Lab will be administered by our NLA certified teacher, Palacios who speaks Spanish Based on the LAB score and an interview, student will be programmed for the appropriate level of NLA.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
- For newly arrived ELLs, a SIFE determination will be made based on the Oral Interview Questionnaire and the LENS. If student work is available at that time, student work will also be evaluated. Findings will be entered into BNDC no later than 30 days after enrollment.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
- If a student who enters has an IEP, the LPT team will review evidence of the student's English language development. A meeting will be held in conjunction with the ESL Teacher, Ms. Kerbeykian and the Special Education Teacher, Mr. Cunanan. In addition, we will include the Special Education liasion, Mr. Castellanos. Parents will be included and interpreter will be provided. The team will then recommend if the student should take the NYSITELL exam to determine ELL status and continue with the ELL identification process or if the ELL Identification Process is terminated. The team will also determine if the student is SIFE using the SIFE identification process. Parents will be informed of the decision. Parents have 20 days to reject or accept the recommendation. As per the ELL Policy Reference Guide, decisions will be sent to the Superintendent who who will review the findings. The student will be placed in the correct program following the recommendation.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
- Ms. Kerbeykian our ENL coordinator runs the RLAT, RNMR and other ATS reports in order to determine who is entitled. Parents normally complete the Parent Survey and Program Selection Forms in their preferred language during the initial interview conducted by Ms. Kerbykian, ESL coordinator. Interviews are ongoing throughout the school year. Entitlement letters in the parents' preferred language are sent home and collected by Ms. Kerbykian via outreach to both parents and students. Entitlement Letters and Parent Selection letters are stored and maintained in our Title 3 binder with a checklist of who has completed and what is still outstanding.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
- Parents will be informed by the ENL Teacher, Ms. Kerbeykian via parent orientations, and through letters that will be sent home in the parent's or guardian preferred language. Parent coordinator, Mrs. Fahim, will assist in outreach to parents. Ms. Armano, Principal of ESL teacher will oversee the process. Parents will be informed of the ELL status decision within 5 school days of ELL

identification, informing parents of the results and that they have the right to appeal the ELL status within 45 days. As per the ELL Policy Reference Guide, decisions will be sent to the Superintendent who will review the findings. The student will be placed in the correct program following the recommendation.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Paste response to question here: In addition to the protocol established above, we also have an additional ELL Parent Orientation in September for all our incoming ELLs from junior high school during freshman orientation. Orientations and correspondence are translated in the parents' preferred language. Parents are welcomed by the administration as well as the ENL Teacher and Coordinator Ms. Kerbykian. A graduation requirements workshop are discussed and they have a chance to watch the parental selection video and ask questions about the programs available at our school. Information about NYSESLAT is also provided and the results from the previous school year. In addition, parents will fill out a parent selection form to verify their selection for the upcoming academic year. Students are programmed within 10 days according to the parent selection letter completed during orientation. Ms. Kerbykian, our ENL coordinator and licensed ENL teacher and our Principal, Victoria Armano, Supervisor of ENL conduct parent outreach in order to ensure that parents have had the opportunity to discuss program choices including to provide outreach when programs that parents previously selected have become available. In the event that a survey is not returned, the Parent Coordinator will outreach the parents of the child and the default program will be provided at AOFE. In the event that a survey is not returned, the bilingual program is the default program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Ms. Kerbeykian, our ENL coordinator runs the RLAT, RNMR and other ATS reports in order to determine who is entitled. Parents receive and complete the Parent Survey and Program Selection Forms in their preferred language during the initial interview conducted by Ms. Kerbeykian, ESL coordinator. Interviews are ongoing throughout the school year. Entitlement letters are sent home and collected by Ms. Kerbeykian via outreach to both parents and students. Entitlement Letters and Parent Selection letters are stored and maintained in our Title 3 binder with a checklist of who has completed and what is still outstanding. Parents will be informed by Ms. Kerbeykian by letter or telephone if their previous preference for TBE/ Dual Language becomes available.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL Parent Coordinator, Student Records Secretary and Assistant Principal monitor which forms are on files. Copies of forms are kept in binders. Outreach is done for students who have not completed and returned letters. All correspondence is sent in the parents' preferred language. Copies in the different languages are kept on file.
9. Describe how your school ensures that placement parent notification letters are distributed. Copies of letters are mailed home to parents by Ms. Kerbeykian, ENL Coordinator in the parents' preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). ELL documentation is kept in binders for all students by LAB/BESIS coordinator, Mrs. Kerbeykian. This process is supervised by the ESL Principal, Mrs. Armano. Records are also kept in the student's permanent file. The LPT team has access to the documentation.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

As a team, the Principal, Ms. Armano, Lab/Besis Coordinator and ENL Teacher, Ms. Kerbeykian, we ensure that all ELLs receive the NYSESLAT annually using the following protocols:

1. All students that are eligible are identified through ATS and HSST reports such as the BESIS, RESI, RNMR and RLAT reports
2. Logistics are created departmentally. (These included dates for each of the Speaking sections, periods and times that teachers will test and a schedule is provided to the staff.)
3. Make-up dates are also scheduled.
4. Parents are informed about the dates via letters home, Phone master and during school events such as PTA meeting or Open School Night.
5. Once the exams are given on the dates established. The entire team with the guidance counselor, and the parent coordinator will make outreach to the students and their parents via phone calls and letters to ensure that students attend make-up sessions.
6. If students are still missing any of the components after the make-up sessions, the LAB/BESIS coordinator will individually administer that component to the student to ensure compliance.

In the past several years, we have met test compliance requirements.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The Team and the ENL Teachers, Ms. Kerbeykian will continued entitlement and transitional support parent notification letters are mailed home to parents in the Parents' preferred language.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will

you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

During the parent orientation, they are offered three program choices. Freestanding English as a Second Language, Dual Language and ESL. Our students have been placed in our Freestanding English as a Second Language Instruction. In the past year, more parents have opted for the Freestanding English as a Second Language classes. According to the BESIS survey in 2009-2010 100% of our parents have opted for ESL only. In the 2010-2011 school year, 100% opted for ESL only and 0% opted for Bilingual. In the previous three school years, 2011-2012 through 2013-2014, 100% opted for ESL only while 0% opted for Bilingual. In 2015, 100% of parents opted for ESL only and 0% opted for Bilingual. Our programs are aligned to parental options and are directly tied into programming decisions such as number of bilingual sections offered in content areas. Although this year, parents opted for ESL only classes, we continue to support these students, as our ESL teachers collaborate with content area teachers in order to support what the students are doing in the content area classes. The programs in our school are aligned with Parental requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Under Part 154, entering students will receive 1 ENL standalone period, 1 period of ENL with a dually licensed English and ENL period and one period of Integrated ENL and Social Studies. All students will be programmed keeping them on grade level with their peers. Emerging students will receive 1 ENL standalone period, 1 period of ENL with a dually licensed English and ENL teacher. Transitioning students will be placed in an on grade level English class with their cohort. That class will be taught by a dually licensed English/ENL teacher or it will be integrated with one English teacher and one ESL teacher. Advanced students will be placed in an on grade level English class with their cohort. That class will be taught by a dually licensed English/ENL teacher or it will be integrated with one English teacher and one ESL teacher. Commanding students will receive integrated instructional (ENL/ELA or content area) every other day in the content area that we identify as having the greatest need based on June 2015 Regents test data. The standalone ESL program is designed for ENTERING and EMERGING ELLs. Students are grouped in heterogeneous levels. For the INTEGRATED English instruction, the ESL teacher delivers her services in the English classes - grades 9-12 - using the push-in model. The students in these classes are grouped heterogeneously with mainstream and special Education students. The ENL teacher also provides the Push-out model for students that need the extra support in reading comprehension and writing development. Mrs. Kerbeykian, has the ESL certification to provide the Commanding level students with two periods (90 minutes) a week of integrated ESL services for 2 years.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Students in our ESL classes exceed the number of minutes required in ESL and ELA as they are programmed to receive ESL instruction daily. 1 Period is equal to 46 minutes. Students receive additional NLA support for 46 minutes per day as stipulated in CR-PART 154. Entering students receive one period of Standalone ESL, 1 period of ENL/ELA, and 1 period of ENL/Social Studies. Emerging students receive 1 period of Standalone ESL and 1 period of ENL/ELA. Transitioning students receive 1 period of ENL/ELA. Expanding students receive 1 period of ENL/ELA and Commanding students receive 1 period of ENL/ELA.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
The ENL students are provided in the content areas with assistance across the disciplines. Supplementary materials such as workbooks, glossaries, maps and other types of scaffolding are provided for the students across the disciplines. ENL and the content teachers meet on a weekly basis in order to identify successful strategies for students. ENL teachers provide additional

support in the classroom through vocabulary building in the content areas and through the use non-informational readings. These methods are aligned with the Common Core Learning Standards as they address the need for non-information texts. The ENL teacher also works with the English Teachers in the Collection Curriculum. The content area teachers receive ongoing support and guidance to successfully integrate ENL strategies into their lessons, moving students toward proficiency in the target language. At the beginning of each term, classroom teachers review NYSESLAT results and design instruction according to language needs.

The ENL Teacher reviews on a weekly basis how are the ELL students are performing academically and through the guidance meeting we discuss the academic performance of our ENL students. We also provide Regents Prep to support our ENL students across the content areas.

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

During the admissions and articulation process, students are given a placement exam. They are then interviewed by Ms. Kerbeykian, ESL Teacher and Mrs. Palacios, Spanish Teacher. After students are assess, they are placed at the correct level of Native Language Arts. The Spanish LOTE and they also take AP courses in order to appropriately evaluate students in their native language throughout the school year. Formative and Summative assessments by the classroom teacher are also utilized.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated using formative and summative assessments throughout the school year. We assess students using the ELL periodic assessment and PSATs as well as other department created formative assessments. Formative assessments include writing prompts that model those after the the NYSITELL exam in each of the four modalities across the disciplines. Data is captured from these assessments and shared with the Inquiry Team on our Wednesday Guidance Meetings.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

In order to provide support to our SIFE population, we have a plan in place to promote a challenging, rigorous, culturally relevant and linguistically sensitive educational program for these students. Our SIFE students, once identified, will be assessed through a uniform diagnostic test to identify their literacy and academic needs. We would assess these students using the ELL Periodic Assessments, which will assess their literacy and math levels. It also identifies areas of weakness that can be addressed. We will also use the PSATs benchmark assessment to assess their reading, writing and math scores. The system is also beneficial in helping us to monitor their progress. 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. In addition, any available data on the performance of these students on NYS Regents examinations and NYSESLAT will serve to target areas in need of improvement and be used for instructional planning. NYSESLAT results are reviewed by the ESL coordinator and the Principal of ENL when the scores are released in the fall. Students' programs will be revised to meet the NYS C.R. 154 mandated number of units of instructional support for ELLs based on their NYSESLAT scores and parental selection. In addition, data is shared with the bilingual content area teacher and our entire staff via faculty and department conferences so that teachers could more effectively support these students in their classrooms. Former ELLs up to two years after exiting ELL status, as per CR Part 154.2.

B. Newcomers are carefully assessed and placed according to our admissions policy into appropriate levels of ENL taught by licensed ENL teachers. Newcomers who are placed in beginner classes receive the requisite minutes of instruction per day and support from professionals who understand their need for visual and kinesthetic approaches in a communication-based classroom.

C. ELLs who require more than four years to graduate receive special attention from our guidance counselors, LAB/BESIS coordinator and Assistant Principals who work collaboratively together to create an individualized plan of action in order to assist students in credit accumulation and passing the Regents exams required to graduate. These students are placed in Regents Prep classes as well as our Saturday Academy. Required services and support will correspond to ELL's ages and grade levels. In the classroom, teachers will work with intervention programs such across the disciplines in order to help students progress.

D. Once 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 ENL students includes challenging material and activities across all four language modalities. In addition, students who have failed the Regents examination are placed into literature-based Regents review classes and registered for Saturday Academy, attendance at which is factored into final grades. Our Regents review classes are structured according to the skills tested on the ELA Regents and, therefore, the instructional planning places listening, reading and writing at the forefront of the curriculum. Finally, students have the opportunity to participate in co-curricular and extra-curricular activities, such as the Repertorio Español and trips to the theater to experience performances in English and Spanish. This important component in the curriculum provides students a social context in which to improve their skills in authentic language settings. Our ELLs who receive special education services and our holdovers benefit from Saturday

Academy through more time on task and support in completing their class assignments. Moreover, our ESL teachers

communicate regularly with our resource room and CTT teachers about individual student progress. Parents are requested to meet with the teachers on a weekly basis through Case Conferences if students are not performing academically.

E. Former ELLs are invited to continue to participate in the same activities that they were a part of while ESL students. These include, Saturday and After-School Academic intervention, trips to Repertorio Espanol and College For Every Student activities. In addition, test accomodation are provided for former ELLs for two years after they test out. As per CR-Part 154.2 students will also receive mandated services. Former ELLs (Commanding) receive 1 period of ESL/ENL per day. These students also receive testing accomodations across the subjects. Differentiated instruction is delivered for these students by providing graphic organizers, charts, glossaries, translated version of texts when possible for newcomers. In addition, one-to-one tutoring is available during the day and after school to provide additional support. We also provide Academic ER to support students across the subject areas.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.

Mrs. Kerbeykian and Mrs. Armano will review the Re-identification process that is allowed in schools:

Phase 1: Parents and students who believe a student may have been misidentified as an ELL or non- ELL to request (within 45 school days of enrollment only) that the ELL identification process be administered a second time, only if the original determination was that the student should not be administered the NYSITELL.

The reidentification process may be utilized for students who have a home language other than English. This process is for ELLs and non-ELLs.

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- * A student's parent or guardian
- * A student's teacher(with the consent of a parent or guardian)
- * A student of 18 years of age

The school conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154 of the students four modalities, listening, speaking, reading, and writing in English.

If the principal wants to make changes in the student ELL status. The principal must have written notification of the decision and it needs to be sent to the superintendent. The superintendent will forward the decision to the Principal. The notification needs to be sent to the parent's preferred language within 10 school days of receipt of documentation from the principal. All documentation must be kept in the student's cumulative folder.

The Assistant Principal, Parent Coordinator and ENL Coordinator will evaluate the progress of the student using data obtained from classroom formative and summative assessments as well as student report cards. Academic intervention will be provided if necessary. Student will receive additional support such as tutoring and Regents Prep to support the student across the disciplines.

Phase 2: Between 6 to 12 months(from the date of the superintendent notification to the principal, parent, and /or student, the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3 and may reverse the determination within this same 6-to 12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his her designee. The final decision notification must be in writing to the parent, guardian, and or student in the parent's preferred language within 10 school calendar days.

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

Teachers utilize scaffolding strategies such as graphic organizers, resources such as supplemental texts, adapted texts, study guides, gallery walks and multi-sensory experiences. Teachers are also aware of students' IEP goals in order to help them develop a plan for achieving this goal. Teachers use materials that emphasize vocabulary in order to accelerate English Language acquisition. Teachers provide tutoring afterschool to support intervention programs that provides students with an opportunity to read non-information articles and advance their reading levels. Our ESL coordinator, Ms. Kerbeykian and Principal of ESL, Ms. Armano meet regularly with our IEP Liasion, Mr. Castellanos in order to ensure that Special Education ELL students are receiving programs that contain the appropriate services required by their IEP and are in compliance with CR-Part 154. Student's IEP's are regularly reviewed and parties are notified of any changes in the IEP that may affect the program of the student. Decisions that affect Special Education ELLs are done colloboratively with the team and the Principal

Chart to make sure that their needs are met. If the IEP mandates bilingual instruction then the team will work together to ensure correct placement or a paraprofessional is provided.

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

Teachers of Ells collaborate with Special Education teachers in order to provide students with support in their classes. In addition, teachers are aware of IEP modifications and implement them in the classroom using differentiated instruction. ELLs are placed in Integrated Co-Teaching (ICT) content area classes as indicated in the child's IEP. The SIT Team meets on a weekly basis to discuss how our ELLs Special Education students are performing academically. The ELL-SWD students are in the least restrictive environment to guide them to attain the English Language Proficiency.

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

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

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

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



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

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

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

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

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

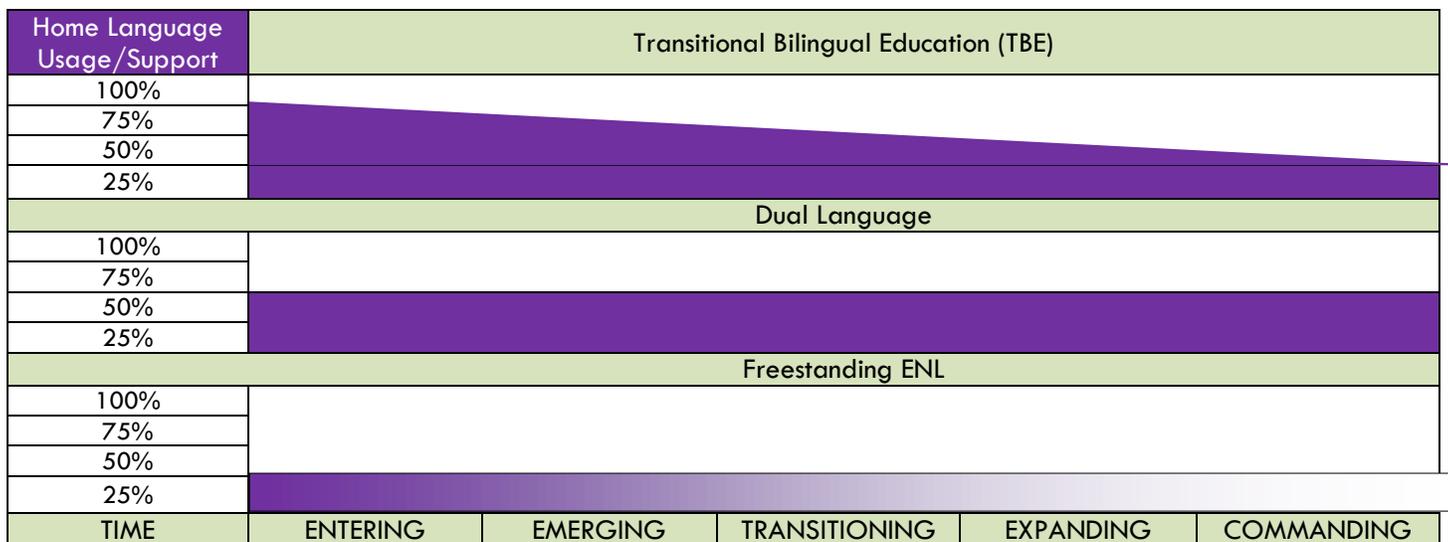


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Based on the item analysis for Regents exams and interim assessments, Title III instructional funds will be utilized to continue the Regents Prep, Saturday Academy and after-school tutoring. Our Regents Prep, which will be conducted from November to June, consists of content area teachers providing support to all the 50 ENL students at AOFE. There will be 20 students per class, for 2 hours a day and the Saturday sessions are from (9:00AM-11:00AM). Classes that are offered for ENL students include English, Math, Earth Science, Living Environment, Global History and Geography, and American History. The classes are geared toward students who have not passed or are in danger of not passing the Regents State exams related to these subjects. The AOFE ELL Saturday Academy is staffed by licensed teachers in ENL, math, social studies and science, with a preference given to the very same classroom teachers of these students. English Language Learners who are programmed for Regents review classes are automatically registered for the Regents Prep and Saturday Academy, where they can improve their listening, speaking, reading and writing skills. We will be able to offer after school instructional sessions two to three times per week for a session of up to two hours.

The immediate impact of this tutorial program on students and the extensive time it provides to model testing accommodations in their real time frame makes our ELL Saturday Academy a key component of our AIS program for ELLs. The core objective of the program is to provide ELLs with the skills necessary to achieve a 65 or better on the Regents exams , at a rate on par with their English proficient peers.

In our interventions, we utilize and reinforce the native language in order to help students build literacy in the target language as well as offer additional support in the Native Language classes.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We are currently meeting the AYP in Math, English and graduation rate for ELLs. Our program is meeting the needs of our ELLs as it allows students more time on task through individualized programming for the beginners and intermediates as well as one on one support with teachers during the Saturday/After-school academy. Teachers in ENL use a variety of instructional methods that support both content and language development. The teachers are scaffolding the curriculum that is aligned with the new Common Core requirements. Because data is shared with all of the teachers of ELLs, teachers can tailor instruction to meet the deficiencies shown in the analysis of students progress on the individual modalities.
12. What new programs or improvements will be considered for the upcoming school year?

We will be implementing the Collection curriculum that is aligned to the Common Core State Standards. Teachers will be able to create exams with Common Core aligned questions and the students can use technology to understand the reading activities listed in Collection. The Teachers also requested workbooks in Algebra, Geometry to support students through the CCLS and to evaluate how the students are performing academically. Pre and Post tests will show growth and the data provided from the program will be analyzed to differentiate instruction.
13. What programs/services for ELLs will be discontinued and why?

Currently we will not be discontinuing and programs for ELLs, however we are struggling to support all the after-school program with the limited funding.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All our ELLs are awarded equal access to all the programs as they are given the opportunity to take electives in our Business, Art sequences. ELLs are also given the opportunity to participate in all AP courses as well as AP Spanish Language. ELLs participate in various school trips and after school activities, such as sports and clubs. Supplemental services for ELLs include the Academic ER, which takes place after school, Regents Prep, and Saturday Academy. ELLs also participate in the College Now program that allows students to participate in taking college now courses. All ELLs are provided with mentoring activities, college trips and leadership and mentoring summits. Currently we have partnerships with Repertorio Espanol, Big Brother & Big Sister, NY Cares, Citi Mentoring that ELLs participate in which allow students to work with adult mentors. Students also have the opportunity to participate in drama through the Possibility Program. In reviewing attendance at these events described above, we have determined that ELLs do fully participate in these school programs. Our students also participate in the ELL support program at La Guardia Community College through the STEM program. ELL students are also invited and participate in the College Now Program that we run in partnership with Laguardia Community College and Baruch College. Students in that program have an opportunity to take college level courses while still in High School.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Our ENL students are given the opportunity to simultaneously learn English and computer skills such as PowerPoint, Research and Business. These skills are necessary to support the new Common Core Aligned curriculum. This year, we will continue support our students with technology by providing a computer cart that students can use to write the portfolios. The Collection curriculum will be use across the grades in the English classes and staff development is provided to support teachers in the use of technology. Teachers

will be able to differentiate with the ENL students and guide them to exceed academically. In the Native language classes, teachers will provide students with authentic novels and literature in order to support the native language of our ENL students.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In addition to receiving ENL services, our ELLs receive challenging, rigorous academic instruction in their native language. Students in Native Language Spanish classes sit for the Advanced Placement Spanish Language and Composition exam in their third year as well as other AP courses. It is our belief, and research shows, that challenging students in their native language will strengthen their second language as well. Our ELLs are very successful on these AP exams. Our ELLs students first Advanced Placement Spanish course that they take in our school, we find that their success motivates them to take other AP classes. This allows them to have a college experience while still in High School. We also motivate them to take College Now courses at La Guardia CC and Baruch College. We have also found that because students are analyzing literature in their Native Language class, they can transfer the skills and many of the terms to their English Literature classes. This strengthens students' academic learning in both the native class and English class. Material in the native language classes include the use of authentic novels and literature.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

In providing services for our ELLs students, we factor both age, grade level in order to provide both classes and instructional materials that are appropriate for their age, grade and academic needs. Materials may include adaptations of novels, books in our English curriculum for beginning ESL students or technology that they can listen to the informational text.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

In order to assist newly enrolled ELLs before the start of the school year, we provide a Parent and Student Orientation. Parents are given the opportunity to learn about the services available to their children for both ESL and school wide programs. The student orientations centered around providing students with information about programs and activities available to them at our school. It also includes workshops given by teachers on goal setting and strategies for success. Both parents and students are introduced to school personnel and given a school tour. Our Parent Coordinator, ENL Coordinator and College Advisor provides monthly workshops to support our ELLs parents.

19. What language electives are offered to ELLs?

Since the majority of our ELLs speak Spanish, ELLs whose native language is Spanish are given support through our Native Language Arts Program which include electives in our Spanish AP. We want our ELLs students to take rigorous courses in Math and Science were they are academically successful. The College Advisor also seats with the students to guide them in taking courses in College Now that have no bearing credit but are to support writing 101 in college. The College Focus program helps students attend 4 year colleges.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional Development is embedded into our school culture and philosophy. Because we have many ELLs and former ELLs, we find that it is important for our entire staff to participate in training that will help to support ELLs. Our staff including teachers and assistant principals have participated in workshops offered by our Office of English Language Learners and several other workshops that support Native Language Arts and content area instruction. In addition, our ESL and content area teachers of ELLs have attended workshops sponsored by BETAC including workshops that focus on Regents Preparation for ELLs. Our Network also continues to provide our school with whole group or one on one Professional Development opportunities via our Support Specialist. Our Assistant Principal of ESL, together with our LAB/BESIS coordinator provide teachers and staff that includes paraprofessionals, psychologist, secretaries, parent coordinators with workshops in utilizing data such as NYSESLAT reports in order to implement ESL methodology, analyzing student data, review of parental options and Title III services. The parent coordinator receive training by the Assistant Principal 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 these functions. All staff is given training on CR-Part 154.2 requirements. Additionally, Inquiry Teams, departmental and faculty conferences provide an opportunity for teachers to learn together and try new strategies to ensure the progress of our ELLs. Mr. Dale Worsely, Generation Ready also works with teachers in providing literacy strategies that will help struggling students. These activities include reviewing the Common Core materials from ENGAGE NY and writing units that include scaffolding and support for ESL students. Teachers will write units, implement and revise during the school year. They will use summative and formative assessments to determine the success of their units.

We will continue to train all of our teachers in ELL professional development during PD days which occur in September, November, January and June. This includes CR-PART 154 requirements, appropriate resources for classroom, testing accommodations in addition to other workshops.

Guidance counselors receive training on CR-PART 154.2 requirements and transitional placement from Principal of ESL, Ms. Armano and Guidance in order to help ENL students transition from the middle school to the high school. In addition, guidance counselors receive PD on appropriate resources for ELL students, accommodations and protocols for placement for Special Education ELL students.

Records for Professional Development are maintained in the Title 3 binder.

All teachers will receive training in order to meet the 50%/15% PD minimum.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teachers of ELLs are provided with PD at our weekly inquiry common teacher team meetings. With the new ENL/ELL model, teachers evaluate and modify curriculum during this time as well as provided outreach to selected students that the team has identified. Teachers focus on specific pedagogical strategies and learn how to provide multiple points of entry for sub-groups including ELLs. These activities support delivery of Common Core instruction because it gives teachers the opportunity to reflect on how ELLs learn and how they are providing ELLs with access to meaningful, engaging and cognitively challenging content. In addition, teachers attend MOSL PDs that are provided by our Generation Ready Consultant, Dale Worsely. Teachers are also offered ELL PD during faculty conferences and Professional Development Days. Teachers also attend PD offered by the office of ELLS such as the Bilingual Symposium. The ESL teacher attends the NYS TESOL Conference annually as well as the TESOL Convention, Applied Linguistics and other workshops and conferences offered by the DOE, UFT and various colleges and universities.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The ESL Teacher and the Guidance Department reviews the academic needs of our ELLs. Transitional protocols are provided during ELL PDs. Student demographic data as well as NYSESLAT data is provided to teachers so that they can properly modify instruction for their ELLs. There is a Team Leader for every department to review how the students are performing academically and if they protocols that they need to follow. In the Guidance Meetings every Wednesdays teachers are able to discuss how the ELLs are doing academically or if there is a need for a Case Conference to meet with the parents. Workshops are provided to the students and parents to guide them on the graduation requirements.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Teachers of ELLs are provided with PD at our weekly inquiry common teacher team meetings. Teachers evaluate and modify curriculum during this time as well as provided outreach to selected students that the team has identified. In addition, students attend MOSL PDs that are provided by our Generation Ready Consultant, Dale Worsely. Teachers are also offered ELL PD during faculty conferences and Professional Development Days. Teachers also attend PD offered by the office of ELLS such as the Bilingual Symposium. Records are maintained by the Principal's secretary. We also record all the PDs that our teachers are attending outside the DOE.

C. Parental Involvement

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

All Parents at AOFE, including parents of ELLs take part in our Parent Orientation conducted in June. During this orientation, parents are given valuable information that will help their children transition from the middle school to the high school. During that same orientation, a workshop is offered specifically for ELL parents where parent options are discussed and parents have an opportunity to ask questions. Translation is provided. We involve parents in the effort to help ENL and bilingual students meet graduation requirements by providing translated materials on the New State Standards and Graduation Requirements and by holding an orientation for the parents of newly-arrived ELLs as described above. Orientation is ongoing throughout the fall and spring semesters to inform incoming parents and students of the Part 154 Regulations. Our Parent Coordinator is bilingual in Spanish and English and works closely with the administrative and instructional teams. One of her primary goals is to formulate, translate and disseminate informational materials to our Spanish-speaking parents. These initiatives, together with a series of workshops (including gang awareness, road to college, financial aid for college (FAFSA), graduation requirements and parenting skills) have helped create a community of adults whose primary concern is the academic, social and emotional health of English Language Learners. As part of Title III funds, parents also participate in the ENL workshops. During these workshops, parents work with teachers to receive workshops that are going to support the academic needs of their children. They also learn basic technology skills such as wordprocessing, e-mail and internet resources. Parents of ELLs are also involved through the PTA and the SLT team. In addition to parent orientations, we will continue to hold mandated individual meetings with parents and LTP members as per CR part 154 requirements.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. At AOFE we provide Parent Orientations, presentations at PTA meetings, Achievement Celebration Nights such as Honor Roll, Workshops by the Hispanic Federation and El Sol, Saturday PTA workshops. Our Parent Coordinator, Ms. Fahim will help us to promote these events, provide outreach and notify parents and provide translation when needed.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Through the Hispanic Federation college workshops to parents that focus on the college process. Workshops about drug prevention and harmful behaviors are coordinated by our guidance counselor. Translation services are available in Spanish with using our Spanish licensed teacher, Ms. Palacios and Mr. Garcia and Parent Coordinator Ms. Fahim. We also partner with Queens Western Center who provide workshops on health.
5. How do you evaluate the needs of the parents?
We evaluate our parent input through surveys and parent participation in PTA meetings and the School Leadership Team. In addition, our Parent Coordinator, Ms. Fahim expresses concerns to the school leadership and guidance counselors on behalf of the parents. The Principal and Assistant Principal also meet with parents during PTA, School Leadership, Orientations and other workshops as well as one on one in order to understand and gauge the concerns of the parents. Translation needs are also assessed and provided via the Language Translation Team.
6. How do your parental involvement activities address the needs of the parents?
The numerous workshops that we have offered to parents, as well as our Saturday workshops have been directly implemented as a result of parent feedback. These programs are evaluated using parent feedback as well.

D. Additional Information

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

Paste response here:

School Name: AOFE

School DBN: 24Q264

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Victoria Armano	Principal		10/22/15
Milton Javier	Assistant Principal		10/22/15
Juana-Santiago Fahim	Parent Coordinator		10/22/15
Sophie Kerbeykian	ENL/Bilingual Teacher		10/22/15
Kwok Tse	Parent		10/22/15
Victoria Franzese	Teacher/Subject Area		10/22/15
Dave Cunanan	Teacher/Subject Area		10/22/15
	Coach		
	Coach		
Jessica Herrera	School Counselor		10/22/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
Ramiro Castellanos	Other <u>Teacher</u>		10/22/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q264 **School Name: Academy of Finance and Enterprise**
Superintendent: Elaine Li

Before you begin, please check the following:

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

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

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

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

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

The demographics of the school has been assessed by reviewing ATS reports and Home Language Surveys (HLS) of the entire school population. The data of our ELL's students needs to be reviewed by Mrs. Herrera and Mrs. Fahim our two Language Access Coordinators. The ESL teacher reviews the language needs of our ELL's students by reviewing the Home Language Survey. The coordinators and the ESL teacher puts forth a plan of action to provide interpretation services when needed. Parents are being provided with written translation and oral interpretation through the use of technology such as the School Messenger system and obtaining services from the Translation and Interpretation unit. Parents are provided with translators and interpretation services during Parent Teacher Conferences to improve the communication between parents and teachers. Parents can also request case conferences with their child's teachers and a translator is provided if needed. The Student Emergency Contact cards are updated in ATS to have accurate information of our student population.

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

The Academy of Finance and Enterprise (AOFE) reviews the RAPL report from ATS. AOFE has 68% of the parents that are of Hispanic origin. Therefore, we have staff that speaks Spanish and the school information is translated in that language. Other languages are addressed through the use of the Translation and Interpretation Unit. These are some of the languages that are spoken by parents,

Portuguese, Bengali, Chinese, Hindi.... Parents are informed from the time of admission during orientation as to the available translation and interpretation services. This information is also provided at the PTA monthly meetings and workshops. Information is also provided in the Student/Parent Bulletin. The school uses the School Messenger which has the ability to send out translated messages. These messages are reviewed for accuracy by the Parent Coordinator. Therefore, phone messages go out to the parents in English and Spanish depending on the language the parent has indicated as their preferred language. The language needs and our school data is also discussed at the School Leadership Team meetings to determine the needs of our parent population and to determine what will be required to improve parental engagement.

In fact, the use of the School Messenger, Engrade, EChalk, and onsite translators by the staff has been implemented in response to their request for better communication with parents. Nevertheless, mailings are still a preferred method by the parents and the school website.

Part B: Creating a Communications Calendar

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

The Academy of Finance and Enterprise disseminates the following documents in English and Spanish. The information is also provided to parents through mailing and through the School Messenger.

Orientation- June 2016 for the incoming Freshman

Open House Dates - September- December

School Calendar- on a monthly Basis

Student/Parent Bulletin on a weekly basis

Family Night- September

Student Curriculum

Ells Meetings- September

Special Education Meetings- Monthly Basis

Parent -Teacher Conference announcements- September 2015, November 20, 2015 and March 1, 2016

Parent -Teacher Conferences dates - November 20, 2015, March 11, 2016 and May 10, 2016

PTA meetings on a monthly basis

SLT meetings on a monthly basis

Engrade on a weekly basis

E-chalk on a monthly basis

NYS Testing schedules in January, June and August

After-School schedules in November & December

Portfolios schedules are distributed in September

Portfolios Presentations are in March for all grades

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

Parents are provided with written translation in English and Spanish through in-house school staff members and the translation and interpretation services that are provided by the DOE. When a parent requires translation services, these services can be requested either by the teacher, the parent or any other staff member by contacting the Translation and Interpretation Unit at 718-752-7373. A conference call is set up in an appropriate setting to ensure privacy between the parent and the translation unit.

Parents are provided with numerous workshops in English and Spanish such as The Road to College in November, Financial Aid (November), and Common Core Standards workshops (September through May), Academic Intervention Services (December and May), Special Education meetings (Monthly meetings), English Language Learners Informational Meetings (September and November and May). Parents with other language needs can come to the school and the Parent Coordinator will assist them with the translation services from the DOE.

On Tuesdays we provide case conferences to improve the academic skills of our students through parental engagement. Parents, teachers and students are expected to discuss the academic strengths and weaknesses. As a team, we create an action plan to support the child's academic goals. The case conferences are translated to parents to improve the academic skills of our students. Parents meet with the Guidance Counselors during the school day. The College Advisor holds weekly meetings with parents to support the college selection process. AOFE has an open door policy in which parents are welcome to come to school whenever they require any additional information.

Parent Teacher Conferences (PTC) are held in September, November and May. We want to support our PTC and we provide translators to support the needs of our parents and students.

Part C: Providing Language Assistance Services

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

The school provides information as to the available translation and interpretation services during orientation for incoming freshmen. Posters are displayed at the school entrance indicating how to request interpretation and translation services. The staff member's name in charge of providing such services is also displayed with the phone number and extension. Members of the staff are informed during professional development about the translation and interpretation unit. Resources from the Language Access Kit are used to enable staff to determine which language the parent speaks. They are also provided with the phone number of the Translation and Interpretation Unit. The school will identify the student's parents primary language in 20 days of student's enrollment. The school will review the student's records such as the emergency blue card and ATS reports. The coordinator reviews the RAPL report on the school's demographic to support parent's written and oral translation services to address the communication needs. The Comprehensive Educational Plan will address a timely provision of translated documents such as letters to parents, workshops and oral presentations. This information is discussed at the School Leadership Team meetings and PTA meetings. Interpretation services are available for parents particularly to communicate with teachers, guidance counselors, and school nurses

when it pertains to a student's health, safety and legal disciplinary matters. Written documentation of important academic information, health hazard, safety, legal/disciplinary action are translated to facilitate communication. Important broadcast announcements on activities, academic and/or school events are translated through the use of the School Messenger system.

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

AOFE staff reviews the ATS reports from that indicate the preferred language of our parents. The ESL teacher and the language coordinator is also aware of the language needs of our parents. The school language coordinator is stationed in the Main Office. She meets with the parents that come to our school and provides support when a language is needed. When a staff member needs translation services to communicate with a parent, teachers support one another if they speak the parent's language. Teachers are trained to contact the NYC Department of Education's Translation & Interpretation Unit if the language is not spoken by any of the members of the school. The language Coordinator facilitates the procedures of providing over-the -phone interpreters via the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

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

The school staff has been trained by the Language Coordinator to acquire free interpretation services available by the the DOE's Translation and Interpretation Unit. Teachers and parents know that these services are posted in the Main Office and in the Teacher's room to guide them through the process if needed. The teachers have been provided with the Chancellor's Regulation A-663 to help them understand the commitment we have to support our parents with translation services to improve engagement and student achievement.

There are posters being displayed in the main office and at the school entrance to help parents and students understand that we have a support system to engage parents that need translation services. We want to create a school environment that parents feel welcome if they need translation services. The TI brochures, language ID guides and language Palm cards are distributed to the teachers and staff members. Teacher were provided with a workshop explaining how translation services can be used over-the-phone through the interpretation services.

During Parent Teacher Conferences, PTA's, and school meetings we will ensure that translation services are provided to the limited English- speaking parents. Multilingual posters are displayed throughout the school to remind parents that we are all here to help one another. Staff members know that we can also provide interpretation services to parents over-the-phone with over 200 languages.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's

Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

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

The school has provided the staff members with a workshop on Chancellor's Regulation A-663. We want our parents to feel welcome in speaking their native language and understanding the academic needs of their children either through a school translator or through the DOE translation unit.

Posters are displayed all over the school to welcome parents when they walk through the school. In the main office and security desk there is a guide if a parents needs to speaks a language other than English. The Language Coordinator will support the parent and guide them to receive the appropriate translation services if needed.

All letters mailed to our parents are translated to support the needs of our parents. The parents are welcome to visit our school and we offer them meaningful opportunities in programs and services critical to their child's education.

Common letters to parents such as school closures and exam notifications letters have been translated to engage parents in school community activities.

The staff members have been provided with the Parents Bill of Rights, Brochures to help them understand that educating a child is a team effort. Mrs. Fahim, is the Language Access Coordinator she provides the teachers with the translation service card to help teachers maintain an open communication system with the parents.

Part F: Monitoring and Quality Control

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

The parent survey is reviewed by the teachers, students and the school leadership team. As a team we review our strengths and weaknesses to improve for the incoming school year. The Parent Coordinator provides Saturday workshops to parents to keep them informed of all the upcoming events such as CUNY application, FAFSA application, ESL services, Parent Teacher Conference meetings, Open Houses, Honor Roll activities, and Case Conferences.

The Guidance Department provides workshops on the graduation requirements that pertain to our student population.

The PTA conducts in-house surveys to assess the social and academic needs of our diverse student population. The survey can pinpoint the needs of the parents in helping their children succeed academically.

We conduct monthly meetings to support parents and to review some of the curriculum that is aligned to the Common Core State Standards. The Principal has a Principal's Report on a monthly basis to inform parents of all the activities that the school will offered during the school year.

The principal provides a school calendar with all the information for the school year and a Student/Parent bulletin that explains on a weekly basis all the events the school has for the school year.

The Parent Coordinator sends out automated messages through the School Messenger system to inform

parents of school events or activities on a monthly basis. The CAASS system emails parents or texts them every day to inform them if their child has attended school and the time they arrived.