



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : HIGH SCHOOL OF ECONOMICS & FINANCE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M489

PRINCIPAL: MICHAEL STANZIONE **EMAIL:** MSTANZI@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Michael Stanzione	*Principal or Designee	
Pamela King	*UFT Chapter Leader or Designee	
Louise Blaney	*PA/PTA President or Designated Co-President	
Marcia Davis	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Steven Squillante	Member/ Assistant Principal (CSA)	
Julie Mirwis	Member/Teacher (UFT)	
Cathleen Sardo	Member/Teacher (UFT)	
Anna Bogienska	Member/Student	
Shatiek Gatlin	Member/Student	
Nicolette Cunningham	Member/Parent	
Doris Batts	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

<p>Annual Goal #1</p> <ul style="list-style-type: none"> During the 2011-2012 academic year, we aim to increase student pass rates on the Living Environment Regents examination from 84% to 87% or a 3% increase. 	
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none"> During the last two academic years, we have experienced an increased enrollment in Living Environment, yet student achievement on the Regents examinations has decreased slightly. During the 2010-2011 academic year, of the 215 students who took the Living Environment Regents in June 2011, 180 (84%) attained a score of 65 or higher. This is a slight decrease from the previous year, in which of the 148 students who took the Living Environment Regents in June 2010, 127 (86%) attained a score of a 65 or higher. 	
<p>Instructional strategies/activities</p> <ol style="list-style-type: none"> Course meetings, all Living Environment teachers will meet as a group during Common Planning Time two times per month and professional development days—3 per year Professional development during departmental conferences will focus on best practices will take place two times per month Teachers will provide tutoring during and after school for struggling students 2-3 days per week Students in danger of not meeting the graduation requirement in Living Environment will be enrolled in iLearn credit recovery in January and June during Regents week 	
<p>Strategies to increase parental involvement</p> <ul style="list-style-type: none"> Parental communication and outreach will occur via JupiterGrades, our electronic grading and communication system which may reports on grading of regular classroom assignments, homework, quizzes, projects, tests and other measures relative to grading. Also, all science teachers keep a log of parental outreach. 	
<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <ul style="list-style-type: none"> All current staff members in the science department are considered Highly Qualified Teachers and attend regular professional development through internal and external programs. 	
<p>Service and program coordination</p> <ul style="list-style-type: none"> N/A 	
<p>Budget and resources alignment</p> <ul style="list-style-type: none"> Title I funding will support A.I.S. tutoring in this area. ILearn grant provides funding for online learning site licenses. 	

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

In order to ensure that our students are college and career ready, relative to the Department of Education's and CUNY's college readiness index, we are establishing a goal to increase the number of seniors who are classified as college ready in mathematics. Of the 22 twelfth grade students who are not classified as college ready in mathematics, at least 50% or 11 of them will be considered college ready in mathematics by June 2012

Comprehensive needs assessment

The identified need around establishing this goal was generated by the preliminary results of our school's College Readiness index on the 2010-2011 Progress Report. *Of the 22 twelfth grade students who are not classified as college ready in mathematics, at least 50% or 11 of them will be considered college ready in mathematics by June 2012. Eleven or more of these students will either pass the Algebra Regents or Algebra 2 Regents exam with 80% or higher; score a 480 on the Math section of the SAT; or pass the CUNY Assessment in Mathematics.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - *Design a math course in conjunction with CUNY's College Readiness standards in Mathematics by September 2011.*
 - *Provide professional development opportunities through the Robinhood Foundation and CUNY for the selected teacher of the course at bi-monthly department meetings.*
 - *Communicate frequently with the AP Math and teacher of the course to ensure that the objectives of the course are understood and being met*
 - *Conduct more frequent observations (3x per term) of this course to provide support and recommendations to the teacher and students*
 - *Purchase new textbooks and manipulatives to support instruction by September 2011.*
 - *Increase the use of technology and math software for this course making it available on a daily basis.*
 - *Ensure that the students are using the Academic/Homework Help Center at least 2 days per week.*
 - *Design a lunch time and after school tutoring program for these students for 2 days per week.*
 - *Work with the assistant principal and teacher to identify weaker students concerns with math topics and identify strategies to ensure for their improvement*
 - *Provide one-on-one or small group advisory to students at least 2 days per week*
 - *Work with the Network's Instructional Math Leader to provide professional development and support once per term*
 - *Ensure the teacher is communicating regularly with students and parents through Jupiter Grades and other means of communication at least 2-4 times per month*

Strategies to increase parental involvement

- College Night will be conducted twice; once in the fall term and once in the spring term for parents.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers in this area are Highly Qualified and should remain through professional development activities both internally and externally.

Service and program coordination

- Collaborations between our school and several local area colleges have been made to increase the number of college opportunities for our students.
- We established a partnership with the Robinhood Foundation to support two additional courses in our school for these identified students.

Budget and resources alignment

- Tax Levy dollars are used to fund these courses.
- Per Session of tax levy dollars are set aside for the two teachers for curriculum writing and professional development opportunities.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Increase the number of special needs students earning 10 or more credits.

Comprehensive needs assessment

- The need for this particular goal was based on previous years statistics and the need for all special needs students to experience success at our school.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - The primary strategy for meeting the needs of students with special needs is differentiated instruction on a regular basis in the classroom
 - Special Education teachers, guidance counselors, administrators, and social workers are all involved in the learning process on a daily basis.
 - Faculty meetings, department meeting, grade level meetings inquiry meetings, and management of student data are utilized to include teachers in the decision making process at least four times per month.
 - The implementation timeline begins immediately after we receive the incoming ninth grade list notice, as well as individual student's IEP's from middle schools ongoing from September through August.

Strategies to increase parental involvement

- In order to ensure for increased parental involvement our guidance team utilizes the School Messenger system to communicate with our parents/guardians regularly. Further 80% of our teachers are presently using Jupiter which enables them to communicate with students and guardians on a daily basis. Our attendance team regularly monitors student attendance and conducts in school conferences and home visits on an individual basis.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers within the Special Education Department are highly qualified and should remain through professional development activities both internally and externally.

Service and program coordination

- The vast majority of the programs are supported through classroom visits by our SAPIS coordinator, mandated conferences with our school's social worker, and information posted by our Parent Coordinator.

Budget and resources alignment

- Tax levy dollars

ANNUAL GOAL #4 AND ACTION PLAN

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

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- Improve passing rate on the Global Regents Exam from 59% passing to at least 65% passing or a 6% increase.

Comprehensive needs assessment

- The passing rates last June were very poor. The school's passing rate was 59% in June 2011, whereas it was 75%+ in the previous two years.

Instructional strategies/activities

The following strategies will be employed:

1. A teacher who had good success with his CTT students in recent years will assume responsibility for two full classes
2. The Department will provide proactive preparation before the exam
 - a) After school tutoring
 - b) WISE Seminars in module 3 and 4
 - c) Increased use of homework help center
3. An Inquiry group will be created that will examine the results from last year's exam and perform item analysis and develop ways to address the poor response.
4. Greater communication with guidance department to insure a rigorous examination of student's attendance and progress throughout the year.

Strategies to increase parental involvement

- Parental communication and outreach will occur via JupiterGrades, our electronic grading and communication system which may reports on grading of regular classroom assignments, homework, quizzes, projects, tests and other measures relative to grading. Also, all history teachers keep a log of parental outreach

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers in this area are highly qualified and should remain through professional development activities both internally and externally.

Service and program coordination

N/A

Budget and resources alignment

1. Per session will be provided for tutoring through Tax Levy as well as Title III.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	66	36	36	66	66	3	24	0
10	33	57	62	53	33	3	10	2
11	24	19	24	24	24	1	8	0
12	25	23	10	18	23	2	10	0

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Differentiated instruction in all ELA classes, peer tutoring, tutoring, and small group instruction.
Mathematics	Differentiated instruction in all mathematics classes, PM school, peer tutoring, small group instruction, math lab
Science	Differentiated instruction in all science classes, WISE I Institute Classes, peer tutoring, small group instruction
Social Studies	Individual meetings with counselor on an as need basis, focusing on academics and social growth
At-risk Services provided by the Guidance Counselor	Initial reviews, referrals to agencies, as well as educational and social services on a weekly basis.
At-risk Services provided by the School Psychologist	Provide counseling services to at-risk students individually or in a group setting. During this time students are learning how to cope with adverse situations.
At-risk Services provided by the Social Worker	Health related services are offered throughout the day on an as need basis. Further, related health topics such as nutrition are discussed within Health class through our school's curriculum.
At-risk Health-related Services	Health related services are offered throughout the day on an as need basis. Further, related health topics such as nutrition are discussed within Health class through our school's curriculum.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Part A: School Parental Involvement Policy

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use the sample template below as a framework for the information to be included in their parental involvement policy. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

I. General Expectations

The High School of Economics & Finance agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the

ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. High School of Economics & Finance will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Develop plan at SLT meetings;
 - Present plan at PA meeting
2. High School of Economics & Finance will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Discuss school performance at SLT meetings;
 - Discuss school performance at PA meetings.
3. High School of Economics & Finance will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
 - Coordinate with the Region to develop meaningful parent workshops;
 - Provide appropriate translation and interpretation services.
4. High School of Economics & Finance will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
 - Not applicable
5. High School of Economics & Finance will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental

involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- In October the SLT will conduct investigation into parental involvement. The resulting report will be disseminated to the school community in pursuit of ideas regarding improvement.
6. High School of Economics & Finance will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - providing workshops at PA meetings.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - providing workshops at PA meetings.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - providing relevant professional development activities.
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by, for instance, utilizing automated post card system.

III. Adoption

This draft of School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by discussion at an SLT meeting. This policy draft was adopted by the High School of Economics & Finance on

06/06/06 and will be in effect in September. The school parental involvement policy draft will be reevaluated and finalized at future SLT and PA meetings. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 1 of any given school year.

Part B: School-Parent Compact

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

High School of Economics & Finance, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

Required School-Parent Compact Provisions

School Responsibilities

High School of Economics & Finance will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, one conference will be held in the fall term. The second conference will be held in the spring term.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: 3 report cards per term; academic alert notices for students in danger of failing.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents by mutually convenient arrangement.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Robert Hernandez	District 02	Borough Manhattan	School Number 489
School Name High School of Economics & Finance			

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

Principal Michael Stanzione	Assistant Principal Raj Nanda
Coach n/a	Coach
ESL Teacher Dr. Pamela King	Guidance Counselor Sally Acosta
Teacher/Subject Area David Siroonian/Social Studies	Parent
Teacher/Subject Area	Parent Coordinator Carmen Bitar
Related Service Provider	Other
Network Leader Robert Hernandez	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	823	Total Number of ELLs	46	ELLs as share of total student population (%)	5.59%
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Part II: ELL Identification Process

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

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

1. When students are admitted to the HS of Economics & Finance, if they are entering the NYC public school for the first time, Ms. Acosta, the ELL Guidance Counselor, and the pupil personnel secretary, ask the parent/guardian to fill out the HLIS Survey. At the same time, Ms. Acosta conducts an informal interview with the student in English. If, according to the HLIS, the native language is not English, or the language spoken in the home is not English and the student speaks no or little English, the LAB-R test is administered as soon as possible, but within ten days. At the time the student is admitted, the parent is advised, through the use of a translator whenever possible, of the options available to ELLs. The parent is also invited to view the NYC DOE video regarding their rights as parents and the programs available to ELLs. The only program currently available at the HS of Economics & Finance is a Freestanding ESL Program. Parents who would like their children to be placed in a Dual Language Program or Transitional Bilingual Education Program have the option to enroll their children in another school. Students who are enrolled in our school and score below proficiency level on the LAB-R test are classified as ELLs. ELLs are placed in an ESL class depending on their score on the LAB-R (beginning, intermediate or advanced). Students who are Spanish speakers are also administered the Spanish LAB-R exam.

The initial intake (completion of HLIS Survey and informal interview) is conducted by Ms. Acosta, a Spanish-speaking guidance counselor. Ms. Wong, a Chinese-speaking paraprofessional, is also available to translate. The LAB-R test is administered by Ms. Cohen, a licensed ESL teacher.

1c. Each spring, the NYSESLAT exam is administered by Ms. R. Cohen and Dr. P. King, both licensed ESL teachers, to all ELLs. Parents are notified by mail informing them of the testing dates. Students who are absent for any part of the exam are given that part the next day they arrive to school. In addition, there are make-up days built into the calendar for administering the NYSESLAT. Students who score at or above the proficient level no longer receive ESL services. Students who score at the beginning, intermediate or advanced levels still do.

2. On the day that parents enroll their children at the HS of Economics & Finance, Ms. Acosta, a licensed guidance counselor, describes the three programs that are available for ELLs. Translators are provided when necessary so that parents understand the characteristics of the three different programs. Parents are told that our school only offers a Freestanding ESL Program and they may request that their children be placed in a Transitional Bilingual or Dual Language Program in another school if they desire.

3. Each year, entitlement letters are sent to parents based on the results of the NYSESLAT exam and a record of returned entitlement letters is maintained by Ms. Acosta, the ESL Guidance Counselor. Our school does not distribute Parent Survey and Program Selection forms because we only offer one program – a Freestanding ESL Program.

4. Parents are notified each year when, based on the results of the NYSESLAT exam, students remain in or are no longer entitled to the Freestanding ESL Program.

5. Based on records maintained by the Ms. Acosta, the ESL Guidance Counselor, almost 100% of the entitled ELLs who are enrolled at

our school request a Freestanding ESL Program. In the past four years, only two students requested a Bilingual Chinese program and enrolled in another school.

6. The program model is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										27	13	4	2	46
Push-In														0
Total	0	0	0	0	0	0	0	0	0	27	13	4	2	46

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)		Special Education
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	15			19			12			46
Total	15	0	0	19	0	0	12	0	0	46

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										16	12	0	1	29
Chinese										6	0	1	1	8
Russian										1	0	0	0	1
Bengali										2	1	2	0	5
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian										0	0	1	0	1
Other	0									2	0	0	0	2
TOTAL	0	27	13	4	2	46								

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1a. Beginning level ELLs receive three periods of ESL English, intermediate level ELLs receive two periods of ESL English and advanced level ELLs receive one period of ESL English and one mainstreamed English class. In the ninth grade, ELLs are also grouped for Global History, Ecology, Business and Freshman Skills Seminar. Ms. Cohen pushes in to the Global History and Ecology classes.

1b. In the ninth grade, ELLs travel together for the majority of their instruction. In the tenth, eleventh and twelfth grades, ELLs remain together for ESL English, but are placed in their content classes according to their abilities. For example, while all ELLs receive an Ecology class in the ninth grade, tenth grade ELLs may be programmed for Living Environment or Chemistry. We have an ESL Guidance Counselor who is dedicated to assessing the programming needs of our ELLs and ensures proper placement.

2. Beginning level ELLs receive twelve 50-minute periods of ESL instruction a week day for a total of 600 minutes per week. Intermediate level ELLs receive eight 50-minute period of ESL instruction for a total of 400 minutes per week. Advanced level ELLs receive four 50-minutes periods of ESL instruction for a total of 200 minutes per week. All Special Education students receive ESL services as per their IEPs.

3. In the ninth grade, ELLs are block programmed for ESL, Global History, Science, Business and Freshman Skills Seminar. In addition, all ninth grade ELLs take a literacy class with Dr. King, their ESL teacher. In this class, Dr. King helps them develop their English skills while working with them on content area material. Dr. King and Ms. Cohen work closely with the ninth grade teachers to provide content area support. In the tenth, eleventh and twelfth grades, ELLs are offered English and content area support in the Homework Center that meets on Tuesdays and Thursday during lunch. Students also attend tutoring sessions offered by their teachers during the day (Circular 6).

4. All students admitted to HSEF from NYCDOE schools regardless of entrance grade carry their ESL status with them. All ELL students received have access to proper ELL services based on their ELL designation. All students admitted to HSEF from non NYCDOE schools are given the HLIS. The HLIS is evaluated by Steven Squillante, Raj Nanda or Matt Williams who are all assistant principals in the school and have multiple pedagogical licenses. If deemed necessary, school staff members will conduct the interview through a translator in the student's native language. Once schools staff collect HLIS from parents and determine that a language other than English is spoken in the child's home the child is administered the LAB-R. Each year, all students with ELL status take the NYSESLAT exam, regardless if they are "x-coded" or not. The list of students, security, and integrity of the exam are handled by Robin Cohen, Sally Acosta and Ron Harris, the school's testing coordinator. Once results are known, parents are informed of the services they are entitled to by having the appropriate

A. Programming and Scheduling Information

letter mailed home by our Parent Coordinator, Carmen Bitar before the beginning of the next school year.

5a. We do not have any SIFE students.

5b. The majority of our ELLs are not Newcomers. However, we provide our Newcomers with additional support via our extensive tutoring program. Newcomers are encouraged to attend the Homework Center and tutoring sessions offered by their subject teachers. We also encourage Newcomers to use bilingual dictionaries and glossaries to ensure comprehension in their subject classes. Newcomers are buddied with students who have been in the United States for more than three years. At the beginning of each school year, our school invites all students to a Club Fair. Newcomers are especially encouraged to attend so that they can become more familiar with the culture of our school.

5c/d. ELLs who have been receiving services for 4 – 6 years and long-term ELLs are also provided with academic support via our extensive tutoring program. They attend the Homework Center, Regents review sessions and Tutoring sessions offered by their teachers. They also are able to use the technology center in our school library where they can view content-related videos, and use instructional software to further develop their English skills. Our library is equipped with a special section for our ELLs to ensure adequate resources at their linguistic level.

6. For ELL-SWDs, we follow the mandates of their individual IEPs. They all receive the requisite amount of ESL instruction. Their teachers and paraprofessionals provide these students with differentiated support. They are also encouraged to attend the Homework Center and tutoring sessions. We also support ELL-SWDs with testing accommodations (time extension, separate location, bilingual glossaries and dictionaries) and additional tutoring sessions for Regents exams and the NYSESLAT.

7. None of our ELL-SWDs are in self-contained classes. ELL-SWDs who are in ICT classes interact, on a daily basis, with non-disabled peers. They also interact with non-disabled peers in gym, art, business electives and lunch.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

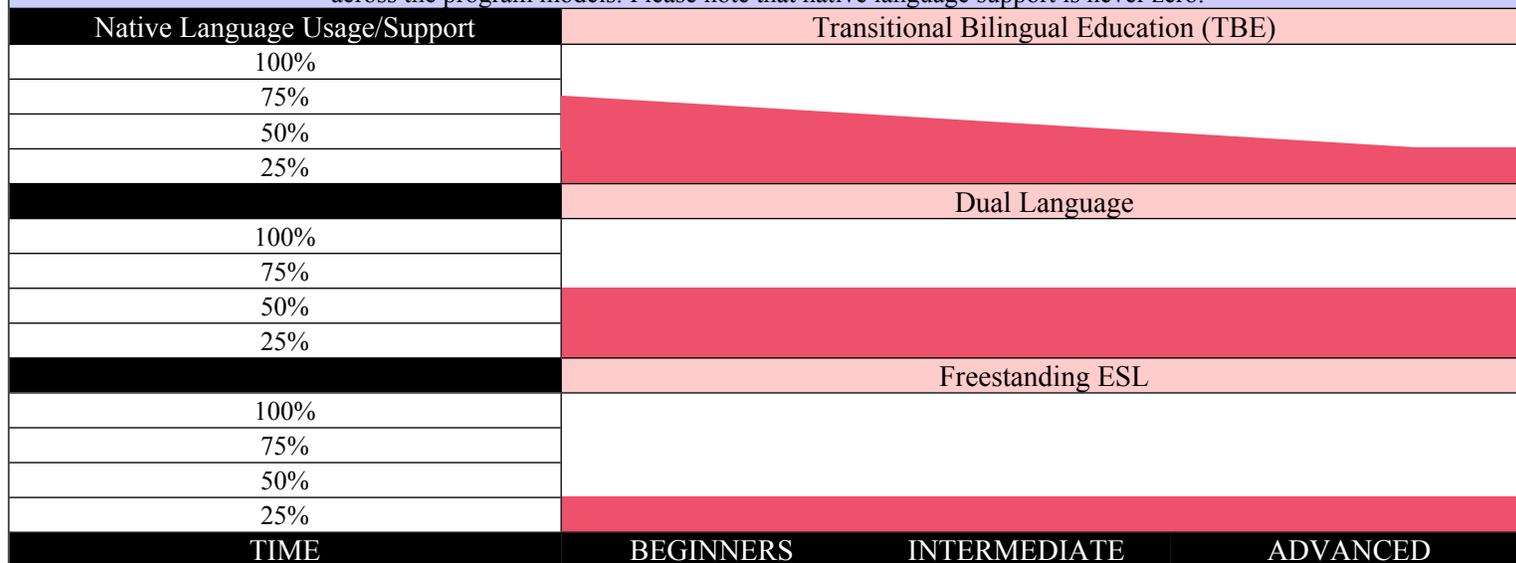
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

B. Programming and Scheduling Information--Continued

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

8. For ELA, our ELLs are supported by teachers who have developed ELL teaching techniques through ongoing professional development. Our school library offers all ELLs literature and reference material differentiated by reading level in order to support them in both their English and content-area classes. For science and social studies, beginning and intermediate level ELLs are programmed for an ELL Global History class and Ecology class. For math, science and social studies, all ELLs are offered one-on-one tutoring during the school day and after school. Learning Leader volunteers also work with ELLs during their lunch periods. In addition, the ESL guidance counselor and all teachers of ELLs meet for academic reviews on an ongoing basis. The ESL guidance counselor meets with parents of ELLs (translators are made available) to keep them abreast of their child's progress. Parents can also check the progress of their children by accessing Jupiter Grades, a program all teachers are required to use.

10. This year, we are establishing a Peer Tutoring program that will target our ELL population. Students who have been inducted into the National Honor Society will tutor ELLs in English, math, science, history and business classes. Our Student Government will do additional outreach to invite ELLs to join school clubs and teams, giving ELLs more opportunities to become part of the school community and practice their English skills in social situations. For the first time, we are offering a special literacy seminar that includes ELLs that will supplement their ESL English class. In order to assist parents of ELLs to monitor the progress of their children, we are offering a workshop for parents on Jupiter Grades.

11. We are not going to discontinue any of the programs or services we offer our ELLs.

12. All students at the HS of Economics & Finance are invited to join all curricular and extracurricular activities, such as the Academy of Finance, the National Honor Society, student government, mentoring programs, athletics, academic clubs, social clubs, and school performances. This year, the student government is making a special effort to invite and encourage ELLs to join these extracurricular activities. In addition, our school hosts a club fair for the entire school at the beginning of the term. This gives ELLs the opportunity to talk one-on-one with students who are already involved with that activity. For the above mentioned academic programs, ELLs must fulfill the same prerequisites as non-ELLs but are offered additional guidance when filling out applications. Currently, ELLs are presented in all programs available at our school. Title III money is used to fund programs specific to ELLs.

13. Instructional materials for newcomers, ELL-SWDs, 4 – 6 year ELLs, and long-term ELLs include leveled ESL textbooks, high interest-low level reading anthologies, and a differentiated independent reading library, including reference material. Students are provided with social studies and science textbooks on different reading levels. They are also offered adapted versions of classic works of literature. Teachers of ELLs incorporate the use of computers and the internet in their daily lessons. Teachers make their power point presentations available to students and students are informed of and required to use web-based science, social studies and math review sites. All of these materials are offered in English.

14. Native-language arts is offered in Spanish and French. Students use authentic texts and resource materials.

15. Requires services, support and resources are appropriate to the ages and grade levels of our ELLs. Students are supported and prepared to meet the requirements for graduation through appropriate programming, coursework, and materials used in all classes. Students are provided with tutoring in order to assist them in completing all course requirements and successfully passing all required state exams.

16. When students are accepted into the HS of Economics & Finance, they, along with their parents/guardians, are invited to attend an orientation at our school. During the orientation, ELLs are identified and translators are provided for them and their parents to ensure that

B. Programming and Scheduling Information--Continued

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

8. For ELA, our ELLs are supported by teachers who have developed ELL teaching techniques through ongoing professional development. Our school library offers all ELLs literature and reference material differentiated by reading level in order to support them in both their English and content-area classes. For science and social studies, beginning and intermediate level ELLs are programmed for an ELL Global History class and Ecology class. For math, science and social studies, all ELLs are offered one-on-one tutoring during the school day and after school. Learning Leader volunteers also work with ELLs during their lunch periods. In addition, the ESL guidance counselor and all teachers of ELLs meet for academic reviews on an ongoing basis. The ESL guidance counselor meets with parents of ELLs (translators are made available) to keep them abreast of their child's progress. Parents can also check the progress of their children by accessing Jupiter Grades, a program all teachers are required to use.

10. This year, we are establishing a Peer Tutoring program that will target our ELL population. Students who have been inducted into the National Honor Society will tutor ELLs in English, math, science, history and business classes. Our Student Government will do additional outreach to invite ELLs to join school clubs and teams, giving ELLs more opportunities to become part of the school community and practice their English skills in social situations. For the first time, we are offering a special literacy seminar that includes ELLs that will supplement their ESL English class. In order to assist parents of ELLs to monitor the progress of their children, we are offering a workshop for parents on Jupiter Grades.

11. We are not going to discontinue any of the programs or services we offer our ELLs.

12. All students at the HS of Economics & Finance are invited to join all curricular and extracurricular activities, such as the Academy of Finance, the National Honor Society, student government, mentoring programs, athletics, academic clubs, social clubs, and school performances. This year, the student government is making a special effort to invite and encourage ELLs to join these extracurricular activities. In addition, our school hosts a club fair for the entire school at the beginning of the term. This gives ELLs the opportunity to talk one-on-one with students who are already involved with that activity. For the above mentioned academic programs, ELLs must fulfill the same prerequisites as non-ELLs but are offered additional guidance when filling out applications. Currently, ELLs are presented in all programs available at our school. Title III money is used to fund programs specific to ELLs.

13. Instructional materials for newcomers, ELL-SWDs, 4 – 6 year ELLs, and long-term ELLs include leveled ESL textbooks, high interest-low level reading anthologies, and a differentiated independent reading library, including reference material. Students are provided with social studies and science textbooks on different reading levels. They are also offered adapted versions of classic works of literature. Teachers of ELLs incorporate the use of computers and the internet in their daily lessons. Teachers make their power point presentations available to students and students are informed of and required to use web-based science, social studies and math review sites. All of these materials are offered in English.

14. Native-language arts is offered in Spanish and French. Students use authentic texts and resource materials.

15. Requires services, support and resources are appropriate to the ages and grade levels of our ELLs. Students are supported and prepared to meet the requirements for graduation through appropriate programming, coursework, and materials used in all classes. Students are provided with tutoring in order to assist them in completing all course requirements and successfully passing all required state exams.

16. When students are accepted into the HS of Economics & Finance, they, along with their parents/guardians, are invited to attend an orientation at our school. During the orientation, ELLs are identified and translators are provided for them and their parents to ensure that

E. Parental Involvement

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

1. In order to ensure parent involvement (including parents of ELLs) in our school, we have a full-time Parent Coordinator (Spanish bilingual) who is also a member of the Parent Association. All parents are invited to the New Student Orientation and to join the Parent Association. Parent meetings are held monthly at our school and are attended by staff members who can translate into Spanish and Chinese. Letters from the principal and Parent Association bulletins are mailed home to keep parents abreast of school activities. Parents are also invited to join the School Leadership Team.

2. Liberty Partnership (LPP) provides a Parent Night twice a year to provide parents with information regarding colleges and the college admissions process. In addition, Big Brothers and Big Sisters and the Young Professionals Mentoring Program work with students at our school and communicate with parents.

3. Our Parent Coordinator communicates with parents via telephone calls, school messages in three languages, and translated letters through the use of various websites. Our principal writes a letter to the parents once a term and invites them to contact him or the parent coordinator if they have any questions or concerns.

4. The needs of the parents are addressed at Parent Association meetings and parent conferences with the ELL guidance counselor, the parent coordinator or individual teachers. The Parent Association sponsors workshops on college readiness, health and wellness issues, and computer programs, like Jupiter Grades, to meet the needs of parents and to better enable them to meet the needs of their children.

C. Schools with Dual Language Programs

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

Not applicable.

D. Professional Development and Support for School Staff

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

1. Professional development is offered to all staff members (Assistant Principals, guidance counselors, all teachers, paraprofessionals, the parent coordinator and members of the School Based Support Team) on September 6 and 7, November 8, January 30, and June 7. Some of the staff development workshops offered are: Working with ELL Students, CR154, Differentiating Instruction with ELL Students, and Information on LAB-R and NYSESLAT tests. In addition, the staff has common planning time and inquiry time to further develop curriculum using ESL instructional strategies. Our ESL teacher, Dr. King, attended the district professional development on November 8th.

2. Teachers are provided with ongoing professional development to assist ELLs as they transition from middle school to high school via turnkey training, training provided by the ELL specialist at our CFN, ISS, the ELL assistant principal. Professional development activities focus on development and implementation of ESL methodologies, assessment, literacy building tools, and differentiated instruction.

3. To fulfill the minimum of 7.5 hours of required ELL training, all staff members attend the above-mentioned professional development conducted by the ELL specialist at our CFN, Robin Cohen, our Literacy Coach, resident artists from the Gotham Opera, and staff members from NETE (Network for the Teaching of English) and the Academy of Fine Arts. Attendance is tracked and reported to the district.

D. Professional Development and Support for School Staff

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

1. Professional development is offered to all staff members (Assistant Principals, guidance counselors, all teachers, paraprofessionals, the parent coordinator and members of the School Based Support Team) on September 6 and 7, November 8, January 30, and June 7. Some of the staff development workshops offered are: Working with ELL Students, CR154, Differentiating Instruction with ELL Students, and Information on LAB-R and NYSESLAT tests. In addition, the staff has common planning time and inquiry time to further develop curriculum using ESL instructional strategies. Our ESL teacher, Dr. King, attended the district professional development on November 8th.

2. Teachers are provided with ongoing professional development to assist ELLs as they transition from middle school to high school via turnkey training, training provided by the ELL specialist at our CFN, ISS, the ELL assistant principal. Professional development activities focus on development and implementation of ESL methodologies, assessment, literacy building tools, and differentiated instruction.

3. To fulfill the minimum of 7.5 hours of required ELL training, all staff members attend the above-mentioned professional development conducted by the ELL specialist at our CFN, Robin Cohen, our Literacy Coach, resident artists from the Gotham Opera, and staff developers from NFTE (Network for the Teaching of Entrepreneurship), and the Academy of Finance. Attendance sheets are used to maintain records.

E. Parental Involvement

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

1. In order to ensure parent involvement (including parents of ELLs) in our school, we have a full-time Parent Coordinator (Spanish bilingual) who is also a member of the Parent Association. All parents are invited to the New Student Orientation and to join the Parent Association. Parent meetings are held monthly at our school and are attended by staff members who can translate into Spanish and Chinese. Letters from the principal and Parent Association bulletins are mailed home to keep parents abreast of school activities. Parents are also invited to join the School Leadership Team.

2. Liberty Partnership (LPP) provides a Parent Night twice a year to provide parents with information regarding colleges and the college admissions process. In addition, Big Brothers and Big Sisters and the Young Professionals Mentoring Program work with students at our school and communicate with parents.

3. Our Parent Coordinator communicates with parents via telephone calls, school messages in three languages, and translated letters through the use of various websites. Our principal writes a letter to the parents once a term and invites them to contact him or the parent coordinator if they have any questions or concerns.

4. The needs of the parents are addressed at Parent Association meetings and parent conferences with the ELL guidance counselor, the parent coordinator or individual teachers. The Parent Association sponsors workshops on college readiness, health and wellness issues, and computer programs, like Jupiter Grades, to meet the needs of parents and to better enable them to meet the needs of their children.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										5	1	0	0	6
Intermediate(I)										13	8	2	0	23
Advanced (A)										9	4	2	2	17
Total	0	0	0	0	0	0	0	0	0	27	13	4	2	46

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										3	0	0	0
	I										0	2	1	0
	A										10	1	1	1
	P										15	11	4	1
READING/ WRITING	B										5	3	0	0
	I										14	7	2	1
	A										9	4	0	0
	P										0	0	3	12

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

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

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

1. The early literacy skills of our ELLs will be assessed through teacher-made, leveled assessments which will be modeled after the reading section of the NYSESLAT exam. Through the use of these assessments, teachers will be able to ascertain the language and syntax level of our ELLs. Information from these exams will provide insight into a student's ability in areas of decoding, syntax, comprehension, and vocabulary. This will inform our instruction around reading activities and skill building throughout the year. Teachers of ELLs will

Additional Information

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

Paste additional information here

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		1	
Integrated Algebra	18		11	
Geometry	6		3	
Algebra 2/Trigonometry	1		1	
Math	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	6		1	
Living Environment	10		5	
Physics	0		0	
Global History and	9		2	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government	1		1	
Foreign Language	2		2	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. The early literacy skills of our ELLs will be assessed through teacher-made, leveled assessments which will be modeled after the reading section of the NYSESLAT exam. Through the use of these assessments, teachers will be able to ascertain the language and syntax level of our ELLs. Information from these exams will provide insight into a student's ability in areas of decoding, syntax, comprehension, and vocabulary usage. This will inform our instruction around reading activities and skill building throughout the year. Teachers of ELLs will provide independent reading support thorough out the year to further develop students' literacy skills. While no quantitative data is available as of yet, our qualitative observations have led us to modify our instructional practice to include the reinforcement of literacy skills in all content area classes which include ELLs.

2. Of the students who did not score at the Proficient level on the NYSESLAT exam, the remaining ELLs either advanced one level or remained at the same level from one grade to the next. After analyzing additional data, it has come to our attention that the majority of students who remain at the same level are those students who have the lowest attendance in the school. Besides modifying our instructional practice to address the needs of ELLs across the curriculum, we are continuing our outreach to improve the attendance of the ELLs with weak literacy skills to help them achieve a higher literacy level and advance on the NYSESLAT. The majority of our ELLs articulate from middle school, so we do not have enough LABR date to support a trend analysis.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Stanzione	Principal		11/15/11
Raj Nanda	Assistant Principal		11/15/11
Carmen Bitar	Parent Coordinator		11/15/11
Dr. Pamela King	ESL Teacher		11/15/11
Louise Blaney	Parent		11/15/11
David Siroonian	Teacher/Subject Area		11/15/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Sally Acosta	Guidance Counselor		11/15/11
Roberto Hernandez	Network Leader		11/15/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M489 **School Name:** High School of Economics & Finance

Cluster: 611 **Network:** 611

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

Part A: Needs Assessment Findings

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

Written and oral translation needs are assessed by reviewing each student's entitlement as an English language Learner , as well as their performance on the NYSELAT. Additionally, responses to the parent survey and program selection form and the Home Language Identification Survey are reviewed and entered into ATS by our Pupil Personnel Secretary.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The majority of our school community both speaks and writes English, Spanish, Mandarin, and Cantonese. These findings are based on results of the Home Language Identification Survey and serve as tool for all staff members when communicating with members of our school community. Additionally, newly admitted students and their guardians are provided with an orientation and one on one counseling if necessary, phone master messages are sent in the home language of students, and memos are translated in the top eight languages if necessary.

Part B: Strategies and Activities

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

Translation of any written communication is worked on by school staff where applicable or DOE translation services via email submission in necessary languages. Further, various translation websites are used in the creation of memos and letters on an as need basis.

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

Oral interpretation services are provided by staff members in a multitude of languages as well as phone master messages in students' home languages as indicated on the Home Language identification survey ATS.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Section VII of Chancellor's regulations A-663 is fulfilled by utilizing the Department of Education translation services, school staff, school messenger phone master, and various translation websites to effectively communicate with parents. The availability of translation services is posted in the guidance department on the ninth floor of our school. In addition to the above, all members of our school community are informed of translation services during freshmen orientation and on parent-teacher night.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: HS of Economics & Finance	DBN: 02m489
Cluster Leader: Jose Ruiz	Network Leader: Robert Hernandez
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" 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 checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> *9 <input type="checkbox"/> *10 <input type="checkbox"/> *11 <input type="checkbox"/> *12
Total # of teachers in this program: 46
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

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: In addition to all mandates services that ELL students are entitled to, our school offers the following to ALL ESL students, X-coded students, and students having passed NYSELAT within the past two years.

- Extra push-in support services from an ESL licensed teacher
- Targeted after school tutoring from a Spanish language bilingual license teacher
- Specialized Regents Prep course from a licensed ESL teacher
- Chinese and Spanish speaking paraprofessionals are available for translation and classroom support

All students served under this program are grades 9-12 and all instruction takes place in English with occasional Spanish and Chinese translation from educators. Some materials are in native languages, but are used primarily as a reference point to the English materials.

Students take all of their content classes in English; however, they are often unable to understand the text, the projects and the homework. Very often, family members are unable to help to help because they do not speak English. This program helps ELLs understand their lessons, study for tests and do their homework and projects. Their English skills improve in the process.

In addition to the tailored services we offer ELL students, all ELL students are able to partake in any service or activity offered to all other students. No exclusions exist.

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: Throughout the year we will conduct literacy workshops with components focusing on ESL instruction. A former ESL teacher and Literacy Coach will provide professional development in the areas of lesson planning, instruction and assessment to teachers.

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: We will use Title III money for funding our bilingual paraprofessionals who will make calls home to non English speaking families and translate school created communications into the home language. Title III money will also be allocated to OTPS for supplemental classroom materials and parent outreach supplies and materials.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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