



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HIGH SCHOOL OF ECONOMICS & FINANCE

DBN (02M489)

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

SUPERINTENDENT: MARISOL BRADBURY

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	
David Siroonian	*UFT Chapter Leader or Designee	
Deborah Malcolm	*PA/PTA President or Designated Co-President	
Marcia Davis	DC 37 Representative, if applicable	
Patricia Jasionek	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Sheila Beatty	CBO Representative, if applicable	
Frank Biscardi	Member/UFT	
Julie Mirwis	Member/UFT	
Cathleen Sardo	Member/UFT	
Jeremy Krevat	Member/UFT	
Steven Squillante	Member/CSA	
Dayana Alvarado	Member/Student	
Patricia Jasionek	Member/Student	
Isabella Rosedictcher	Member/Student	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

All students will engage in eight Common Core-aligned units of study: two in mathematics; two in English; two in social studies; and two in science. In order to achieve this goal, teacher teams will work together to develop a minimum of three tasks each for a selected unit of study in the fall term and in the spring term. Each of these tasks will outline the Common Core Standards that are being aligned. By January for the fall term and by June for the spring term, teachers will have administered these tasks and teachers will have scored them using a common rubric/assessment tool aligned with the Common Core Standards.

Comprehensive needs assessment

100% of all classes in English, social studies, mathematics, and science will design a minimum of two units of study with a minimum of three tasks per unit that are aligned with the Common Core Standards and administered to the students in each of these subject areas. The reason this goal is being established is to ensure that the city-wide expectation is being met.

Instructional strategies/activities

These strategies will be implemented beginning in September 2012 and will be on-going until June 2013.

- *The Common Core Standards and Strategies flip chart book has been purchased and distributed to all teachers on the first day of school. This book will serve as a resource tool to the Common Core Standards while teachers develop their unit plans and lesson plans to align with them. (September 2012)*
- *Conduct regular professional development (September 2012-June 2013) at least 5 meetings.*
- *Design, with a group of teachers, a common core rubric to be used for the scoring of these tasks (By April 2013.)*

Strategies to increase parental involvement

- *In order to increase parent involvement that is aligned to this goal, we communicate with parents through the use of several communication channels. These communication channels are Jupiter Grades(on-line grading and communication system), school website (ecoandfin.org), Naviance, and school messenger system. Monthly parent association meetings provide parents with a briefing by the school principal or designated staff member concerning information that is relevant to this goal. Our parent coordinator writes parents on a regular basis and may cite information that is relevant to this goal.*

Budget and resources alignment

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

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

If other is selected describe here:

Service and program coordination

- Relative to this goal, Title 1 monies are used to offer per session to an assistant principal to prepare and conduct staff professional development meetings. Teachers may be compensated at a per-session rate to attend these professional developments.
- AARA RTT funding is used to fund a math teacher who attends regular Professional Development seminars with our Network to ensure that the Common Core Learning Standards are being aligned with our school's mathematics curriculum.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- *The Global History and Geography Regents has shown a decline in the number of students successfully passing this Examination. Therefore, a goal is being established to increase the passing rate on the Global History and Geography Regents examination. Increase the number of students passing this Regents by 3.5% from a 68.5% passing rate to a 72% passing rate.*

Comprehensive needs assessment

In June 2012, 128 students out of 187 or 68.5% of the students who tested passed the Global History Regents examination. By August 2013, these 59 students who did not pass the exam will be retested along with the 208 number of students scheduled to take the examination this year. We hope to achieve a 72% pass rate for this Regents examination or 3.5% increase in the total number of students passing the examination from the year before.

Instructional strategies/activities

- *Provide more tutoring before the examination examinations in January, June, and August*
- *Pair three sections of Global History 3-4 with 10th grade English to reinforce literacy skills and content acquisition.*
- *Provide teachers of Global History 3-4 and teachers of 10th grade English with opportunities to collaborate and thematically link course content in both areas.*
- *Improve the research paper for 10th grade students that will reinforce research skills and Global History content.*
- *Schedule all students who are at-risk for failing the Global History Regents into a W!SE Institute module that will provide remediation and Regents preparation.*
- *Enroll all eligible students who fail Global History 3 into a PM school Global History 3 class.*
- *Offer lunch time and after school tutoring sessions for all Global History students.*
- *Arrange for inter-visitations among 10th grade teachers Global History and English and provide opportunities for them to share best practices.*
- *Administer a three hour practice Regents in Global History on a Saturday in January and in May.*

Strategies to increase parental involvement

- *In order to increase parent involvement that is aligned to this goal, we communicate with parents through the use of several communication channels. These communication channels are Jupiter Grades(on-line grading and communication system), school website (ecoandfin.org), Naviance, and school messenger system. Monthly parent association meetings provide parents with a briefing by the school principal or designated staff member concerning information that is relevant to this goal. Our parent coordinator writes parents on a regular basis and may cite information that is relevant to this goal.*

Budget and resources alignment

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

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

 x Tax Levy x Title I _____ Title IIA x Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Per Session monies from Tax Levy or Title 1 funding are used to compensate one teacher to teach PM school and/or tutor general education students.
- Per Session monies from Title III funding are used to compensate one teacher to teach and/or tutor ELL students.

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

In order to ensure that our students are college and career ready, relative to the Department of Education's and CUNY college ready index, we are establishing a goal to increase the number of twelfth graders who are classified as college ready in English. 22 students of the 53 students who are on track for graduation and not classified college ready in English will be college ready by August 2013.

Comprehensive needs assessment

Of the 53 on-track twelfth graders who are not classified as college ready in English, at least 40% or 22 of them will be considered college ready in English by June 2013. Twenty-two or more of these students will either pass the English Regents with a 75% or higher; score a 480 on the Verbal section of the SAT; or pass the CUNY Assessment in English.

Instructional strategies/activities

- *Design an English course in conjunction with CUNY's College Readiness standards in English*
- *Work with the Network's Instructional English Leader to provide professional development and support*
- *Ensure the teacher is communicating regularly with students and parents through Jupiter Grades and other means of communication*

Strategies to increase parental involvement

- *In order to increase parent involvement that is aligned to this goal, we communicate with parents through the use of several communication channels. These communication channels are Jupiter Grades (on-line grading and communication system), school website (ecoandfin.org), Naviance, and school messenger system. Monthly parent association meetings provide parents with a briefing by the school principal or designated staff member concerning information that is relevant to this goal. Our parent coordinator writes parents on a regular basis and may cite information that is relevant to this goal.*

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- Tax Levy funding is used towards 1/5 of a teacher's salary to teach a special CUNY College Readiness Course in English.
- Per session monies from Tax Levy or Title 1 funding may be used to compensate an English teacher to tutor students after school.

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

- *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 25 students who are not classified as college ready in mathematics, 13 of them will be by August 2013.*

Comprehensive needs assessment

Of the 25 on-track twelfth grade students who are not classified as college ready in mathematics, at least 50% or 13 of them will be considered college ready in mathematics by June 2013. Thirteen or more of them will either pass the Algebra Regents or another Math 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

- *Design a math course in conjunction with CUNY's College Readiness standards in Mathematics*
- *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*
- *Work with the Network's Instructional Math Leader to provide professional development and support*
- *Ensure the teacher is communicating regularly with students and parents*

Strategies to increase parental involvement

- In order to increase parent involvement that is aligned to this goal, we communicate with parents through the use of several communication channels. These communication channels are Jupiter Grades (on-line grading and communication system), school website (ecoandfin.org), Naviance, and school messenger system. Monthly parent association meetings provide parents with a briefing by the school principal or designated staff member concerning information that is relevant to this goal. Our parent coordinator writes parents on a regular basis and may cite information that is relevant to this goal.

Budget and resources alignment

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

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

 x Tax Levy x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Tax Levy funding is used towards 1/5 of a teacher's salary to teach a special CUNY College Readiness Course in Mathematics
- Per session monies from Tax Levy or Title 1 funding may be used to compensate a mathematics teacher to tutor students after school.

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	-ICT English Courses -Special History/English courses -Reading Horizons Reading Program -Wise Institute Literacy Seminars -Academic Help Center -Tutoring	-Co-teaching -Direct instruction -Small Group Instruction	During and after school
Mathematics	-ICT Math Courses -I Learn -Tutoring -Academic Help Center -Wise Institute Mathematics Seminars	-Co-teaching -Direct instruction -Small Group Instruction	During and after school
Science	-ICT Living Environment; Earth Science and Forensics -Tutoring -Academic Help Center -Wise Institute Science Seminars	-Co-teaching -Direct instruction -Small Group Instruction	During and after school
Social Studies	-ICT Global 1-4 -Tutoring -Academic Help Center -Wise Institute Global	-Co-teaching -Direct instruction -Small Group Instruction	During and after school

	<p>History Seminars -Wise Institute Seminars Modified Global History 3 and 4 Classes</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>-Annual Reviews -Triennials -Speech -Individual and Group Counseling -Parental Conferences -SAPIS Class Presentations -Leadership Classes -CBO's include Big Brother/Big Sister, Ed Talent Search, Harlem Children's Zone</p>	<p>-One-to-One -direct services -small group</p>	<p>During and after school</p>

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

All teachers hold bachelor's degrees or higher level degrees from four year institutions. They all currently hold NY State Certification in their subject area or a NYC Board of Examiners license.

However, there are two teachers who are teaching one or more courses outside of their certified license area:

- Teacher 1 is a licensed Mathematics teacher who is teaching two Physics courses. Teacher 1 plans on becoming certified in Physics by passing the Content Specialty Test (CST) in Physics.
- Teacher 2 is a licensed Special Education teacher who is teaching a paired, English and History course to general education students who are considered "at-risk" and have poor reading abilities. Teacher 2 holds NY State certification in English Language Arts 7-12, in addition to his appointed license of Teacher of Special Education.

Professional development opportunities are available to both teachers through the NYC Dept. of Education and they are encouraged to attend. Teachers are also encouraged to become members of the professional organizations for these areas so that they can be provided with that latest research and practices relative to these subjects. Teachers are encouraged to take classes to meet certification requirements. The school will set-aside funding to support these teachers in any area so that they can be become highly-qualified.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP)

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.)
 - 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.
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 2012. 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.

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader 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="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

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.
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 they understand our program and their questions and concerns are addressed. Students and their parents/guardians receive a tour of the school and an opportunity to meet with a counselor. All incoming students must complete a summer reading project and the reading list includes books that are appropriate for ELLs. In addition, all incoming students, including ELLs, attend a four-week Moody's Summer Institute where they take English, business and math classes.

17. Spanish and French electives are offered to ELLs.

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 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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	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
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		1	
Integrated Algebra	18		11	
Geometry	6		3	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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 Geography	9		2	
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

- 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 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.
3. The results of the spring 2010 NYSESLAT revealed that our students progressed at a slower rate in the reading modality. Because of this, we instituted a literacy skills class for ninth grade ELLs in addition to their ESL English class(es). We will add a Reading in the Content Area workshop to our professional development days. Monthly department conferences will also includes mini-lessons on teaching literacy skills in all subject areas. We will also continue to add age and level appropriate reading material to the ELL section of our library to provide our ELLs with opportunity for growth.
4.
 - a. ELLs take all of their exams in English, even though Regents exams are offered in Spanish and Chinese, so we do not have data to compare tests taken in English with those taken in the native language.
 - b. School leadership and teachers are using the results of periodic assessments to inform the scheduling and programming of our ELLs, as well as to inform instructional practices in all of their subjects.
 - c. Periodic assessment tells us that our ELLs struggle with reading which could affect their performance in classes like history and science. In order to support our ninth grade ELLs, we offer an ELL Global History and Ecology class. We also encourage ELLs to attend the Homework Center and tutoring sessions during and after the school day.
6. We evaluate our programs for ELLs using graduation data, which include periodic assessment data, timely progress towards graduation, success on Regents exams, graduation rate, acquisition of advanced Regents and regular Regents diplomas. In addition, we evaluate NYSESLAT modality progress and overall student growth, taking into account a student's social-emotional development and well being.

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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: HS of Economics & Finance	DBN: 02M489
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 64
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
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:

1. Targeted after school tutoring from a Spanish language bilingual licensed teacher
2. Specialized Regents Prep course from a licensed bi-lingual teacher
3. Quilting and Communication

Our Global History Regents tutoring program takes place in December 2012 and January 2013 and again in May and June 2013. All ELLs who are taking the Global History Regents exam, (about 15 students), are registered to attend these sessions. The program meets Tuesdays and Thursdays, after school, for one hour each day (3:30-4:30 pm). It is taught by a certified, bi-lingual (Spanish) social studies teacher. Students receive direct instruction focusing on literacy skills to assist them in preparing for the Global History & Geography Regents examination.

Our specialized Regents prep course (PM School) is taught after school Mondays (3:30-5:00 pm) and Wednesdays (2:30-4:00 pm) beginning in February 2013 and runs for 54 hours as per NY State Dept of Ed. regulations. Students are identified based on their Global History 3/4 course performance. We estimate that 10-15 students will be registered for this course. Students receive direct instruction focusing on literacy skills to assist them in preparing for the Global History & Geography Regents examination. Students will also strengthen Common Core Skills for reading and writing information text. Students are taught by a certified, bilingual (Spanish) social studies teacher. On Mondays this is the only program running after school and requires a supervisor to oversee it during this time frame.

Our weekly seminar through our school's special Wednesday afternoon, after the regular school day (1:30-2:30 pm), program that begins in November 2012 and runs through June 2013 offers ELL students the opportunity to learn quilting while at the same time they are able to converse with one another in a relaxed atmosphere. The program is facilitated by a licensed ESL teacher. Students practice their communication skills while working on a group art project to develop a large quilt together. The program is open to all ELL students on a rotating basis (usually 20 at a time in each of the three, eight week modules).

Part C: Professional Development

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:

Professional Development is facilitated by the assistant principal Humanities department who is also a college instructor of ESL. Professional Development takes place one time per month beginning in September 2012 and runs through June 2013. The AP will provide teachers with PD relative to developing lesson plans, delivery of instruction, and constructing assessments keeping the ELL students in mind. All teachers will receive instructional bulletins in which strategies to ensure success for ELL students is being addressed. In addition, the staff has Common Planning time and Inquiry time to further develop curriculum using ESL instructional strategies. Our ESL teacher attends ESL Professional Development sessions 2-3 times throughout the school year. Teachers will have the opportunity to attend professional development relative to ESL through our Network and the DOE. Most recently our ESL teacher attended a professional development at The Metropolitan Museum of Art on November 6, 2012 that focused on questioning techniques. Other professional development opportunities are offered through the DOE and communicated to us by our school's Network. Topics for our In-house professional development activities focuses on development and implementation of ESL methodologies, assessment, and literacy building tools. PD from Reading Horizons, a provider, will also be conducted throughout the school year to address the on-line Reading program.

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:

Our faculty includes several bi-lingual staff who reached out to non-English speaking families and translates school created communications into the home language. All families are notified each month when we have our monthly parent association meeting on the third Thursday beginning in September 2012 and ending in June 2013. Our Parent Coordinator is a bilingual (Spanish) speaker who attends each month. Each faculty meeting has a special topic that is developed for ensuring for the academic and social success of all students. For example, at a recent PA meeting our AP facilitated a workshop on how parents can help their child be successful at school. Our PC is available to translate. In October 2012 and March 2013 we conduct our Parent Teacher conferences and there are staff available to assist any non-English speaking parent at the parent-teacher conference. In addition, 30 minutes prior to the

Part D: Parental Engagement Activities

conferences, the certified, bilingual (Spanish) Guidance Counselor, the bilingual (Spanish) Parent Coordinator, and the bilingual (Chinese) paraprofessional are available to meet one-on-one with parents. At our supplemental evening college events on September 20, 2012, November 14, 2012, January 10, 2013, and one in the Spring for 11th graders, bi-lingual translators are available in Chinese and Spanish to handle communication for our ELL parents. In June 2013 when we hold our Freshman Orientation we invite our ELLs' families to come in 30 minutes earlier so that our licensed bi-lingual (Spanish) guidance counselor and staff can address families' questions and concerns in the families' home language.

Our school's online-grading system provides parents with their child's academic progress in the child's home language. Additionally, our school's phone messaging service provides translations in home languages. Both these services are used several times per month throughout the school year.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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