



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** HIGH SCHOOL OF ECONOMICS AND FINANCE

**DBN (i.e. 01M001):** 02M489

**Principal:** MICHAEL STANZIONE

**Principal Email:** MSTANZI@SCHOOLS.NYC.GOV

**Superintendent:** MARISOL BRADBURY

**Network Leader:** ROBERTO HERNANDEZ

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Michael Stanzone	*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	
Chevaughen Dyer	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Ivette Rodriguez	Member/ Parent	
Victoria Lowe	Member/ Parent	
Andrea Filipo	Member/ Parent	
Robin Schindler	Member/ Parent	
Steven Squillante	Member/ CSA/AP	
Julie Mirwis	Member/ Teacher	
Jeremy Krevat	Member/ Teacher	
Janae Lowe	Member/ Student	
Yash Mamtora	Member/ Student	
Jocelyn Quito	Member/ Student	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

By August 2014, there will be an increase the number of students who are college and career ready in ELA by 30% by providing extra support and opportunities.

### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Among the 2014 prospective graduates, 131 are on-track to graduate. Among these 131 students, 79 students, or 60.3%, are considered College Ready in English Language Arts. Among the 52 students currently not college ready, at least 30% or 15 additional students will be college ready by August 2013 by either achieving a 75% or higher on the English Regents, achieving a 480 on the SAT, or Passing the CUNY Assessment in English.

### Instructional Strategies/Activities

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

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

1. Review the English course in conjunction with CUNY's College Readiness standards in English
2. Conduct observations of this course to provide support and recommendations to the teacher and students
3. Ensure Academic/Homework Help Center is available to these students
4. Ensure the teacher is communicating regularly with students and parents through Jupiter Grades and other means of communication
5. Inform students of free SAT courses throughout the five boroughs.
6. Administration creates a spreadsheet to track all students in each cohort as to their College ready & Prepared status.
7. At the beginning of each term, the College & Career Ready bulletin board outside of the College office is updated with new data (English Regents, ACT scores, SAT scores, CUNY Assessment results.
8. Presentation given in all English classes outlining the various requirements for students to achieve College & Career Readiness.
9. Provide students with the opportunity to take the CUNY Assessment exam multiple times throughout the year.

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

1. Principal; AP English Dept.; APs' of Administration; College Advisor; Teacher of CUNY English course; Teachers and Volunteers of Homework Help Center; Guidance Counselor; English Department; and Instructional Support Services Dept.

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

1. This is the third year that the English course has been offered at the school. It has shown success in student passing rates by each years end.
2. Teacher will be visited multiple times each term in order to ensure support is being provided.
3. Students are being offered support in multiple tutoring centers in the school along with being programmed for three one and a half hour Regents tutoring sessions provided by the English Department.
4. 93% of teachers in the school use JupiterGrades to communicate with parents and keep an active, updated online grade book.
5. Students are informed of SAT programs via JupiterGrades, Naviance, phone master, college parent nights, meetings in classrooms and meetings in the college office.
6. Students are always aware of their Cand C status and scores in each area of eligibility.
7. APO and Data Specialist will continually update this board.
8. College and Career information sessions are held in all English classes in the school across all grades each Fall. In addition, the College Advisor and Senior Guidance Counselor provide two additional information sessions in senior classrooms each year where many aspects of college admissions are discussed including College & Career ready status. Three senior college nights are offered in the evenings throughout the school years, two of which involves families of seniors.
9. Students enrolled in the CUNY class are given the opportunity

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

1. August 2013-June 2014
2. September 2013-June 2014 (4 times during this year)
3. September 2013-June 2014
4. September 2013-June 2014

5. September 2013
6. July 2013-July 2014
7. September 2013 and February 2013
8. October 2013
9. September 2013 and June 2014

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

1. Proper programming of students based on their College Ready status. If a student scores between a 65 and 74 on the ELA Regents exam they are programmed for the CUNY course as well as programmed for Regents tutoring sessions and to retake the ELA Regents exam.
2. Principal and Faculty time
3. Faculty time
4. Communication systems such as JupiterGrades, Naviance and phone master
5. APO responsibility
6. APO responsibility
7. APO responsibility
8. English Department and Guidance Department
9. APG and Programming

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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 Resource Alignment**

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

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

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

By August 2014, there will be an increase the number of students who are college and career ready in Mathematics by 20% by providing extra support and opportunities.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Among the 2014 prospective graduates, 131 are on- track to graduate. Among these 131 students, 54 students, or 41.2%, are considered college ready in Mathematics. Among the 77 students currently not college ready, at least 20% or 15 additional students will be college ready by August 2013 by either achieving an 80% or higher on the Algebra, Geometry, or Trigonometry Regents, achieving a 520 on the SAT, or Passing the CUNY Assessment in Mathematics

**Instructional Strategies/Activities**

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

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

1. Review and revise a math course in conjunction with CUNY's College Readiness standards in Mathematics

<ol style="list-style-type: none"> <li>2. Purchase new textbooks for the math course</li> <li>3. Conduct observations of this course to provide support and recommendations to the teacher and students</li> <li>4. Increase the use of technology and math software for this course</li> <li>5. Ensure that the students are using the Academic/Homework Help Center, if needed</li> <li>6. Provide one-on-one or small group advisory to students</li> <li>7. Ensure the teacher is communicating regularly with students and parents through Jupiter Grades and other means of communication</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. 1. • Principal; AP Math Dept.; APs' of Administration; College Advisor; Teacher of CUNY English course; Teachers and Volunteers of Homework Help Center; Guidance Counselor</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. This is the third year that the math course has been offered at the school. It has shown success in student passing rates by each years end.</li> <li>2. School funds will be used to purchase textbooks.</li> <li>3. Teacher will be visited multiple times each term in order to ensure support is being provided.</li> <li>4. Instructor uses SMARTBoard and Software, graphing calculators, on-line software to help support instructional strategies.</li> <li>5. Students are offered support in tutoring centers in the school along with being programmed for three 1 and ½ hour tutoring sessions.</li> <li>6. Students meet regularly with the senior guidance counselor to discuss progress.</li> <li>7. 93% of teachers in the school use Jupiter Grades to communicate with parents and keep an active online grading book.</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. August 2013-June 2014</li> <li>2. September 2013</li> <li>3. September 2013-June 2014 (4x per year)</li> <li>4. September 2013-June 2014</li> <li>5. September 2013-June 2014</li> <li>6. July 2013-July 2014</li> <li>7. September 2013 and June 2014 (2x per month)</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Proper programming of students based on their College Ready status. If a student scores between a 65 and 79 on any Math Regents exam they are programmed for the CUNY course as well as programmed for Regents tutoring sessions and to retake the Regents exam.</li> <li>2. Budget Funds in Galaxy</li> <li>3. Principal and Faculty member's time</li> <li>4. Teacher and AP Math to provide support</li> <li>5. Faculty time dedicated to this</li> <li>6. Teacher Professional Period Assignments</li> <li>7. Communication systems such asJupiterGrades, Naviance and phone master</li> </ol>

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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 Resource Alignment***

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

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

### **Goal and Action Plan #3**

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

#### **Annual Goal #3**

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

By June 2014 there will be an increase in the overall school's attendance rate by 2%

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

We noted that there was almost a 2% decrease in our attendance from the year before. The school dropped to an 87.1% from 89.2% the previous year. By June 2014, our annual attendance will be at least 89.2% again.

#### **Instructional Strategies/Activities**

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

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

1. Ensure that attendance is scanned accurately each day.
2. Ensure that guidance counselors and teachers communicate expectations for excellent attendance.
3. Recognize and reward excellent attendance.
4. Review data reports
5. Make telephone and other communications to students who are absent each day.

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

1. APG, APO, attendance scanner personnel
2. Guidance counselors and teachers
3. Principal
4. APG and attendance office
5. Attendance office personnel

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

1. 100% of attendance sheets will be properly scanned each day.
2. Guidance counselors notifies parents weekly concerning chronic absentees. Teachers call out absentee students names after taking roll each day.
3. Post names of students with excellent attendance on a bulletin board. Celebrate students with excellent attendance at special events.
4. Identify errors on ATS reports and attendance scan sheets
5. 100% of students who are absent will receive communication from the school informing parents/guardians of the absence

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

1. Daily
2. Daily
3. November, February, May
4. Weekly
5. Daily

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

1. ATS scanner, APG staff, supplies
2. Guidance counselors will send phone master of absentee students. After attendance is taken each day, teachers will call out the names of their absentees
3. Faculty, staff and students will take part in celebrations throughout the school year honoring excellent attendance
4. ATS RISA Reports
5. Phone Master System, JupiterGrades, letters, envelopes, postage

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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 Resource Alignment**

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

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

### **Goal and Action Plan #4**

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

### **Annual Goal #4**

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

100% of Teachers in CUNY English and Social Studies will incorporate literacy (reading, writing, speech, and listening) into the curriculum to align with Common Core Learning Standards.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- 1 All students need to score 75 minimum to be College and Career Ready
- 2) Students need to improve their literacy skills to be successful in college where many struggle with freshman writing seminars (derived from anecdotal of returning students, pretests in CUNY English classes, CUNY professional Development, etc.)
- 3) Poor scores on verbal SAT

### **Instructional Strategies/Activities**

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

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

1. Establish 2 CUNY English classes
2. Engage in on going professional development in order to deliver instruction to two classes of CUNY English. These classes will focus students on preparing for the CUNY placement exams.
3. Students will complete extended papers in all their English and History classes.  
Book Club: This idea has yet to be fully developed. The idea will be to increase the number of students who are reading books for pleasure. Staff will model and lead discussion groups.

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

1. 1. Principal, AP Humanities, Teachers of English and Social Studies

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

1. CUNY placement exams
2. Different for each grade
  - 9th grade—English—Project on Family Tradition, SS—Biography of historical figure
  - 10th grade—English and SS combined—project and paper on country with current events research paper
  - 11th grade SS—Research paper on topic of American History, Eng—literary analysis paper on interaction of literature and history in The Crucible, Their Eyes Were Watching God, etc.
  - 12th grade—Senior Thesis, independent research paper on topic of choice, executive summary and presentation.
3. Students will increase the number of books they read.

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

1. 1. September 2013-June 2014
2. Monthly
3. February 2014

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

1. Engage in on going professional development in order to deliver instruction to two classes of CUNY English. These classes will focus students on preparing for the CUNY placement exams.
2. RITE group has developed handouts to help with research (MLA)
3. Book Club.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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 Resource Alignment**

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

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

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

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

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

- 1.

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

- 1.

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

- 1.

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

- 1.

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

- 1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

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

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

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### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	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
<b>Mathematics</b>	ICT Math Courses -I Learn -Tutoring -Academic Help Center -Wise Institute Mathematics Seminars	Co-teaching -Direct instruction -Small Group Instruction	During and after school
<b>Science</b>	ICT Living Env.; Earth Science and Forensics -Tutoring -Academic Help Center -Wise Institute Science Seminars	Co-teaching -Direct instruction -Small Group Instruction	During and after school
<b>Social Studies</b>	ICT Global 1-4 -Tutoring -Academic Help Center -Wise Institute Global History Seminars -Wise Institute Seminars Modified Global History 3 and 4 Classes	Co-teaching -Direct instruction -Small Group Instruction	During and after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	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	One-to-One -direct services -small group	During and after school

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
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.
<ul style="list-style-type: none"> <li>• One core subject area teacher who is teaching outside her license area is a licensed Mathematics teacher and is teaching two Physics courses. She plans on becoming certified in Physics by passing the Content Specialty Test (CST) in Physics.</li> <li>•</li> </ul>
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 become highly-qualified.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Our Professional Development Committee consisting of several lead teachers and assistant principals meets four times per term to plan and coordinate professional development activities for the staff. Planning is in accordance with CCSS

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Required funds are scheduled in Galaxy and these monies are used to support these students' needs.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Lead teachers and assistant principals meet four times per term at our SAC meeting to prepare PD activities for the entire staff. Every Wednesday afternoon for about one hour is dedicated time for teachers to common plan or conduct inquiry. Assessment development and the analysis of different assessments are conducted at some of these sessions.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated,
---

high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Lead teachers and assistant principals meet four times per term at our SAC meeting to prepare PD activities for the entire staff. Every Wednesday afternoon for about one hour is dedicated time for teachers to common plan or conduct inquiry. Assessment development and the analysis of different assessments are conducted at some of these sessions.

## 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/TitlePIG.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:

- o 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.
- o 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.
- o The school will incorporate this parental involvement policy into its school improvement plan.
- o 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.
- o 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.
- o 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:
- o 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.

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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 School wide 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:
  - o Monitoring attendance.
  - o Making sure that homework is completed.
  - o Monitoring amount of television their children watch.
  - o Volunteering in my child's school.
  - o Participating, as appropriate, in decisions relating to my children's education.
  - o Promoting positive use of my child's extracurricular time.
  - o 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.
  - o 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..
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**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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

## Part I: School ELL Profile

### A. School Information

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>489</b>
School Name <b>High School of Economics and Finance</b>		

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

Principal <b>Michael Stanzione</b>	Assistant Principal <b>Raj Nanda</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Pamela King</b>	Guidance Counselor <b>Madeline Hernandez</b>
Teacher/Subject Area <b>David Siroonian/Social Studies</b>	Parent <b>Deborah Malcolm</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Carmen Bitar</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>774</b>	Total number of ELLs	<b>61</b>	ELLs as share of total student population (%)	<b>7.88%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>										31	14	4	5	54
<b>Freestanding ESL</b>														
self-contained										4	1	1	0	6
SELECT ONE										0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	35	15	5	5	60

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	18

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	26		2	14		1	15	0	3	55
Total	26	0	2	14	0	1	15	0	3	55

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	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										17	10	0	2	29
Chinese										0	3	3	2	8
Russian														0
Bengali										1	0	1	1	3
Urdu														0
Arabic										1	0	0	0	1
Haitian														0
French										3	1	0	0	4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										3	2	0	0	5
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	25	16	4	5	50

## Part III: Assessment Analysis

**Assessment Breakdown**

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

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										7	4	1	0	12
Advanced (A)										22	9	4	5	40
Total	0	0	0	0	0	0	0	0	0	33	13	5	5	56

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										1	0	0	0
	I										4	3	0	0
	A										16	4	3	0
	P										11	6	1	3
READING/ WRITING	B										5	1	0	0
	I										16	7	2	0
	A										9	5	2	4
	P										0	0	0	0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	6		1	
Integrated Algebra	28		22	
Geometry	3		1	
Algebra 2/Trigonometry	1		1	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	23		12	
Physics	1		1	
Global History and Geography	19		12	
US History and Government	6		4	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
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 throughout the year to further develop students' literacy skills. All ELLs take the NYSESLAT and scores are taken from the Language Modality Report. 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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
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 data to support a trend analysis.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))  
The results of the spring 2012 NYSESLAT revealed that our students progressed at a slower rate in the reading modality. Because of this, we enroll students in an additional 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 include 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. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
  4. a. ELLs take all of their exams in English, and are provided with the necessary supports: Native Language copy of the exam; glossaries; and extended time.
  - 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 Living Environment 1 of 4 and 2 of 4. We also encourage them to go to the Academic Help Center and tutoring sessions.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?  
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.  
Part VI:
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

na

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our programs regularly through observing teacher practice and making recommendations for improvement as well as analyzing students' performance abilities in all classes.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
When students are admitted to the HS of Economics & Finance, if they are entering the NYC public school for the first time, Ms. Hernandez, the ELL Guidance Counselor, and the pupil personnel secretary, ask the parent/guardian to fill out the HLIS Survey. At the same time, Ms. Hernandez 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. Hernandez, a Spanish-speaking guidance counselor. Ms. Wong, a Chinese-speaking paraprofessional, is also available to translate. The LAB-R test is administered by Ms Dvoraksya.
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.  
On the day that parents enroll their children at the HS of Economics & Finance, Ms. Hernandez, 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)  
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. Hernandez, 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. 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.  
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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
Based on records maintained by the Ms. Hernandez, 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. The program model is aligned with parent requests.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 

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, and Freshman Literacy Skills Seminar.

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. We have an ESL Guidance Counselor who is dedicated to assessing the programming needs of our ELLs and ensures proper placement.
  
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)?
 

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

In the ninth grade, ELLs are block programmed for ESL, Global History, Science, and Freshman Literacy 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 works 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.
  
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

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 who is an assistant principal in the school. 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 Ms. Hernandez, GC and Ms. Dvoraskya school's testing coordinator. Once results are known, parents are informed of the services they are entitled to by having the appropriate
  
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

Classroom instruction supports that ELLs are appropriately evaluated in all four modalities.
  
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.

- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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.

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

All ELL-SWDs are programmed based on their IEP and State mandates. All of them have opportunities in both classroom settings and outside the classroom to interact with their peers.

### 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

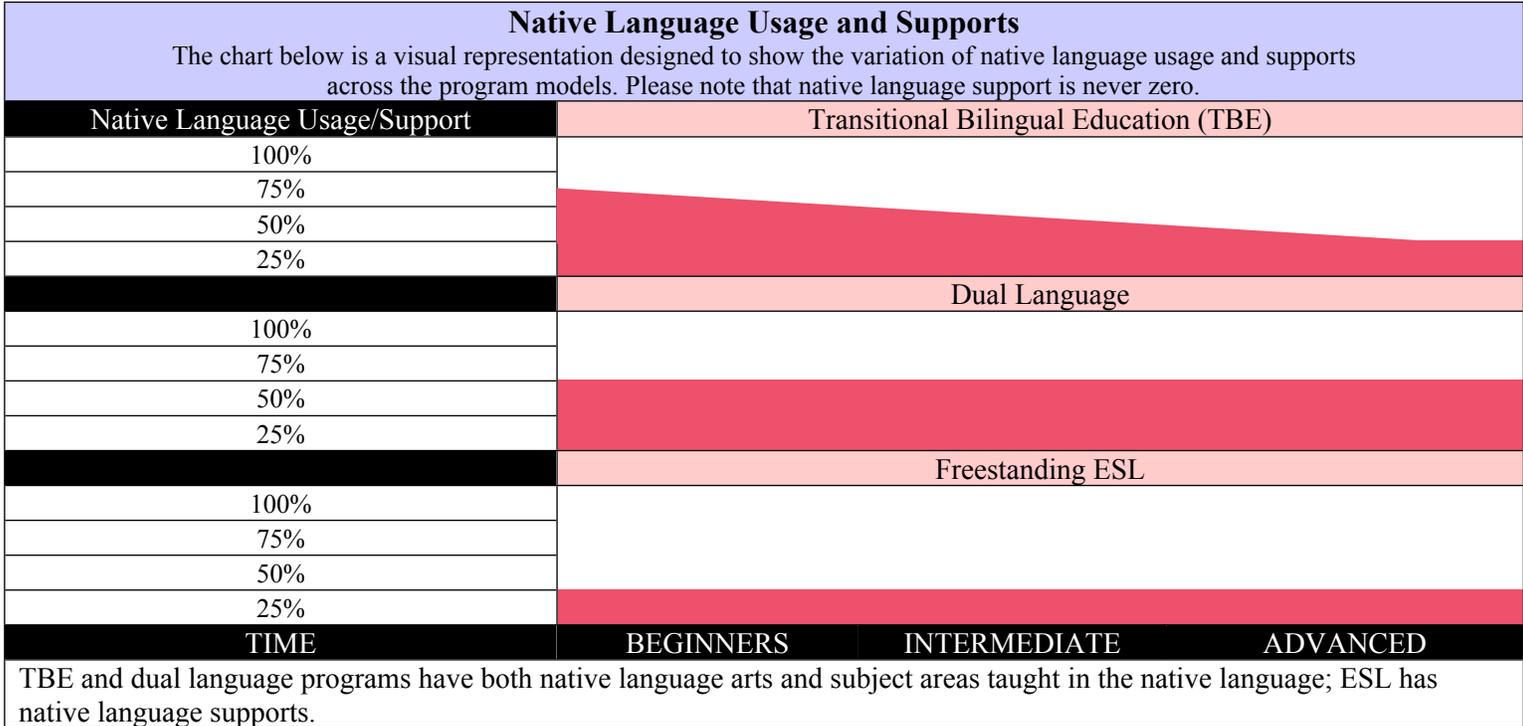
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

### 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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



## B. Programming and Scheduling Information--Continued

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

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. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

11. What new programs or improvements will be considered for the upcoming school year?  
We have purchased an on-line reading program called Reading Horizons and expect the ESL teacher to utilize the program often. We will also continue our effective programs and initiatives from the past.
12. What programs/services for ELLs will be discontinued and why?  
We are not discontinuing any programs/services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
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.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
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.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native language is supported by second language department offerings in Spanish and French. Communications to families is translated into the home language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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. Paste response to question here:

18. What language electives are offered to ELLs?

Spanish and French electives are offered to ELLs.

19. For schools with dual language programs:

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

na

### C. Professional Development and Support for School Staff

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

Professional development is offered to all staff members (Assistant Principals, guidance counselors, all teachers, paraprofessionals, the parent coordinator and members of the School Based Support Team) throughout the school year. 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. Most recently, we had Pearson conduct a professional development for teachers on the Common Core Learning Standards. Our school's Network also conducts regular professional developments for Common Core Learning Standards. 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. 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 for our Network.

## D. Parental Involvement

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

1. 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.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: HS of Economics & Finance**

**School DBN: 02M489**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Stanzione	Principal		1/1/01
Raj Nanda	Assistant Principal		1/1/01
Carmen Bitar	Parent Coordinator		1/1/01
Pamela King	ESL Teacher		1/1/01
Deborah Malcolm	Parent		1/1/01
David Siroonian	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Madeline Hernandez	Guidance Counselor		1/1/01
Roberto Hernandez	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 02M489 School Name: HS of Economics & Finance

Cluster: 06 Network: CFN611

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

### **Part A: Needs Assessment Findings**

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

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

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

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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
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		
<b>TOTAL</b>		