

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DRAFT - PENDING SUPERINTENDENT APPROVAL

DBN: (i.e. 01M001):

02M489

School Name:

HIGH SCHOOL OF ECONOMICS & FINANCE

Principal:

MICHAEL STANZIONE

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 02M489
School Type: Academic High School Grades Served: 9-12
School Address: 100 Trinity Place, New York, NY 10006
Phone Number: 212-3460708 Fax: 212-346-0712
School Contact Person: Michael Stanzione Email Address: mstanzi@schools.nyc.gov
Principal: Michael Stanzione
UFT Chapter Leader: David Siroonian
Parents' Association President: Mary Lou Rosado and Sandra Naranjo
SLT Chairperson: Raj Nanda
Student Representative(s): Lily Gonzalez

District Information

District: 02 Superintendent: Marisol Bradbury
Superintendent's Office Address: 333 Seventh Avenue, New York, NY
Superintendent's Email Address: mbradbury@schools.nyc.gov
Phone Number: 212-356-7563 Fax: 212-356-7514

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 611 Network Leader: Deborah Schaefer

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Michael Stanzione	*Principal or Designee	
David Siroonian	*UFT Chapter Leader or Designee	
Mary Lou Rosado and Sandra Naranjo	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Lilly Gonzalez Amy Huang	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sheila Beatty	CBO Representative, if applicable	
Raj Nanda	Assistant Principal	
Julie Mirwis Pamela King	Teacher Teacher	
Peggy Lin	Student	
Jenny Byam	Parent	
Anna Criollo	Parent	
Tracy Durant	Parent	
Robin Schindler	Parent	
Sallie Taylor-Coley	Parent	
Virginia Donalds	Student	
Labriska Charles	Student	
Thomas Bickley Justin Echevarria	Student Student	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

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

The Capacity Framework and CEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

School Mission

- To provide a rigorous world-class academic program for all students in economics and finance.
- To graduate students with the skills and knowledge necessary to pursue a variety of career pathways in the financial services industry, and be prepared to attend college.
- To include the participation of the family in the development of the whole student.
- To institute new approaches in education to prepare students to succeed in our technological society and in the global economy through public and private sector partnerships.

Unique Characteristics

- The first NYC public school with a specialization of instruction in economics and finance
- Dedicated, caring and supportive faculty and staff that serve students from all five boroughs
- Our diverse, welcoming community extends beyond our school doors to include corporate partners from the surrounding financial district
- Celebrate students' success regularly at special ceremonies that award students for their accomplishments
- "Dress for Success" Wednesdays
- Extensive coursework in economics and finance is required of all students with partnerships with National Academy Foundation (NAF), Network For Teaching Entrepreneurship (NFTE), and Virtual Enterprise International (VE), a simulated experience in operating a financial services company
- All students are encouraged to participate in the Academy of Finance program
- The WISE Institute for Lifelong Learning provides 99 seminars throughout the school year on Wednesday afternoons taught by industry professionals
- Manhattan's financial district is our laboratory, all students are required to complete 180 hours of community service and unpaid internships
- Our state-of-the-art media center and library is opened over 50 hours during the school week
- The media center is equipped with a Bloomberg Terminal that offers the latest financial information
- Opportunities for students to enroll in a wide array of Advanced Placement classes and/or credit-bearing college classes in collaboration with local colleges
- The summer bridge program, funded by Moody's Corporation, supports our incoming 9th grade students with the transition to high school
- A school-wide focus on literacy across all content area which culminates in the writing of a senior thesis in 12th grade English
- Annual MADFEST (Music, Arts, and Dance Festival)
- Adult learning opportunities are provided for parents and guardians
- CUNY At Home—Business Economics Course
- Several Opportunities for students to earn college credit with various colleges
- Various diversified student clubs and male, female and co-ed sports teams to keep students engaged

Greatest Accomplishments

- An award winning high school having received distinctive awards.
- Silver Medalist for being one of America's Best High School in the U.S. News and World Report
- A proven ability of moving high needs students towards graduation as indicated in the school's Progress Report

- 93% of the 2014 senior class will be attending college of which 80% attended four year colleges
- Designated as a Blue Star School for Financial Literacy
- On-line grading system for communication
- Interactive school website
- Developed effective partnerships in the arts
- Over 3,000 students applied for 200 available seats for the 2014-2015 school year
- Significant increase in the student attendance rate from previous years—over 90% daily attendance
- Incoming 9th graders are acclimated to the school through summer bridge program, financially supported by Moody's Corporation
- Collaborative meetings of school leadership team, school safety committee, consultative council, and the parent association throughout the school year
- Effective partnerships with W!SE (Working in Support of Education), major financial corporations such as Citigroup and Moody's Corporation, colleges and universities
- College office with full time personnel who work with each senior to guide him/her through the college application process and continues to develop relationships with universities and colleges nationwide
- Experienced pupil personnel services
- Partnerships with all major business education programs--NAF, VE, NFTE, and Junior Achievement
- External study opportunities—Global Glimpse and Martha's Vineyard
- I Learn Model High School for NYC
- I Learn course in second language--French
- Students, faculty and staff have access to a state-of-the-art media center
- Support from the school's Advisory Board
- Close and supportive relationship with our school's Network affiliation

Challenges

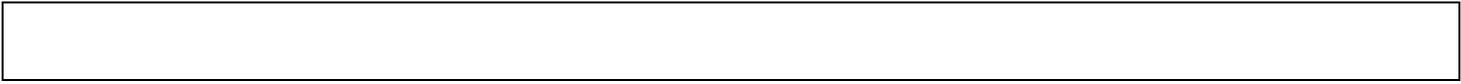
- A ten floor building with windowless classrooms
- Limited parent/guardian involvement
- Increasing student enrollment with static classroom space
- Distance students travel to school
- Construction Zone

Growth

- Graduation rate
- College/Career readiness rate
- Literacy Initiatives
- Increased School Partnerships
- Opportunities for individualized learning experiences
- Number of students moving to a least restrictive environment

Area of Focus

- The number of students earning credits
- 10th grade success rates
- Parental involvement
- Literacy and Common Core Learning Standards
- Teacher Professional Development
- Global History Regents
- Regents examinations in Chemistry/Algebra II/Physics
- School Community Partnerships



Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths—Advance Placement (AP) classes in most subject areas: (English, Mathematics, Science, Social Studies, Spanish), and other high-level classes offered (College Writing, Accounting, Virtual Enterprise, Physics, Calculus, Trigonometry /Algebra 2, a business education course sequence of nine classes, WISE Institute Seminars each Wednesday that provide real-world applications to students from professionals in the workforce, common final exams that emulate the corresponding Regents exam.

Needs—Continue to align curriculum to Common Core Learning Standards and integrate Common Core shifts in ELA and Mathematics; improve teacher practice in the area of differentiation within lessons; improve Literacy skills and reinforce them across all grades and disciplines; increase opportunities for students to get academic help in areas they need support; and improve Global History Regents results

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Literacy:

Book Club-Increase the number of students participating from 25% in 2014 of students participating in the book club to 35% of students participating in 2015

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			

School-wide Book Club Initiative 1. Establish a Book Club calendar that will allow students to sign up for their book of choice. Create common protocols and standards for the book clubs.	All Grades	A. January 2015- March 2015	Administration and Teachers, Staff
2. Decide upon a wide variety of books to select.--one for every reading level	All Grades	January and February 2015	Administration and Teachers, Staff
3. Invite parents to take part in the book club. Outreach via Jupiter Grades, Parent Association, letter and the website.	All Grades	January 2015	Administration and Teachers, Staff
4. The whole community works together toward a common goal. Seniors/students help facilitate book clubs with teachers.	All Grades	March 2014	Administration and Teachers, Staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- A. The Rotary Club of Wall Street, provides a \$3,000.00 grant for the school to purchase books and to buy snacks for book club meetings.
- B. The school library teacher will provide professional development in research skills to staff and students . The library and its technology space will be made available before, during lunch period and after school for students to complete their research papers.

Part 5 – Budget and Resource Alignment

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

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

- A. By January 2015, 280 students or 35% of them will have signed up for a book club
- B. By January 2015, 70% of students in each class will have completed topic selection, initial research, and an outline

Part 6b. Complete in **February 2015.**

- | | | | | | |
|----|--|--|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 2. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

3. Based on the last several school Learning Environment Surveys, internal assessments, the school’s Quality Review and Superintendent visits the school offers a culture where students, parents and staff feel safe, supported and challenged. The school will continue to develop programs where these areas are reviewed and enhanced.
- 4.

Strengths :

- Guidance staff consisting of an Assistant Principal, two Guidance Counselors, one College Advisor, a Parent Coordinator, a School Aide and numerous School Based Support Team (SBST) workers is available throughout the day to support students various needs.
- The school has a variety of measures in place to deal with conflicts such as mediation, parent outreach, meeting with guidance department and SBST team, in-house disciplinary measures such as detention and suspensions.
- Two experienced Dean’s that make up a full compensatory position. The Dean’s office is staffed every period of the day should any issues arise.
- Two in-house community based organizations; Liberty Partnership Program and Educational Talent Search, support students’ academic needs by offering tutoring, SAT prep, college counseling and enrichment courses.

Needs:

- Conduct more professional development to parents based on needs such as hosting a technology night.
- Increase the number of students with disabilities participating in school based activities.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
In the 2013-2014 Learning Environment Survey, parents responded in the school culture section, parents agreed to 15 out of 16 questions at a rate of 90% and above. The school will maintain a rate of 90% for the 2014-2015 school year for this portion of the survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			

7. Strategies to increase parent involvement and engagement			
8. Activities that address the Capacity Framework element of Trust			
5. Continue to utilize all DOE systems to their full capacity including but not limited to ATS, STARS, SEMS, and SESIS. Continue to provide professional development to all staff members that have access to these system. Utilizing these systems and analyzing data will assist us in identifying deficiencies and developing programs to ensure issues are being addressed. Identify students that are struggling and provide them with additional supports and academic intervention to ensure they remain on track for graduation. Providing staff professional developments on research based instructional programs including but not limited to Danielson Framework for Teaching, Universal Design for Learning, Reading Horizons and I-Learn.	All Students and Staff	9\04\14 – 6\30\15	Administration
6. Ensure that all core classes are instructed by a licensed teacher in the area as well as all Integrated Co-Teaching (ICT) classes containing one general education and special education teacher. Provide all students with disabilities and English Language Learners the classes needed to guarantee they are in compliance with New York State mandates and provide them every opportunity to be successful. Provide overage\under-credited students with full programs as well as PM school and summer school courses. Purchase extra supplies for students in temporary housing. Provide professional developed for all staff including special education teachers to ensure the most up to date strategies are being practiced in the classroom.	High Needs Student Sub-Groups	9\04\14 – 6\30\15	Administration
7. Continuous use of JupiterGrades, phone master, and the schools website to communicate with parents. Development of “weekly reminder and announcement” email sent to parents every Monday providing them with additional programs and supports that are available to their child. Personal phone calls made to all staff members during the week especially during the 40 minute parent outreach time designated by the chancellor.	Entire School Community	9\04\14 – 6\30\15	Administration
8. Trust has been built and established with all members of our community through the years by giving all stakeholders the opportunity to be active participants. Trust is built with students and their families through communication, informing them of our open door policy. Hosting events where their voices can be heard such as Parents association meetings, school safety meetings, curriculum night, technology night for parents and parent conferences. Our schools “Theory of Action” will continue to include “the participation of the family and the entire school community in the development of the whole students”	Entire School Community	9\04\14 – 6\30\15	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

School faculty, school programmer, computer technology

Part 5 – Budget and Resource Alignment

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

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
 10. Specify a timeframe for mid-point progress monitoring activities.

In March 2015 at Parent Teacher Conferences an informal survey will be conducted concerning this goal.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths—Many of our school’s partners provide professional development. They include (Working in Support of Education (WISE), National Foundation for Teaching Entrepreneurship (NFTE), Virtual Enterprise, National Academy Foundation, Global Glimpse, Theater Development Foundation,) to name some. Time is built into the schedule for teachers to collaborate, develop strong Integrated Co-Teaching (ICT) relationships, and our recently established SDC develops the professional development topics and schedule for our faculty-wide professional development.

Needs—More time for teachers to collaborate; develop a structure for the collaboration; have more student-focused meetings so teachers can share best strategies across disciplines

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

More interdisciplinary collaboration by grade level:

Return to the practice of interdisciplinary meetings by grade level. For the current school year, we will have five grade-level meetings. This is an increase from zero meetings from last year to five meetings this year. Goal 0 to 5 or a 100% increase.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust 			
15. Create a schedule to organize meetings of all teachers of each grade, including special education teachers, guidance counselors, and other pertinent staff.	Teachers	September 2014-June 2015	Administration/SDC

16. <ul style="list-style-type: none"> Identify 10th graders who are at risk of not earning 10 credits this year, but did earn 10 last year Provide more out of class opportunities across disciplines English and History teachers will pair-up on projects in 10th grade (research paper on a country) Pair more English and History classes in different grades. 	Teachers	October 2014	Administration/Teachers
17. Invite more parents through JupiterGrades, a letter and the school website to take part in Career Day, trips, and to meet teachers.	Parents	September 2014-June 2015	Administration/Teachers
18. By Building knowledge, we will build trust	All members of the school community	September 2014-June 2015	Administration/Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
School-Based Professional Development Committee (SDC) Committee, school programmer, guidance staff, school administration

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
20.	Specify a timeframe for mid-point progress monitoring activities.			
Four meetings will occur in the fall term or by February 2015 and one in the spring term by June 2015.				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The results of the 2013-2014 Learning Environment Survey indicate that teachers and staff either agree or strongly agree with the principal’s rating for each major area of the following:

Strengths

95%--Instructional Core:

The principal communicates a clear vision

The principal understands how children learn

89%--Systems for Improvement:

The principal knows what’s going on in my classroom

The principal participates in instructional planning with teachers

The principal makes clear to the staff his expectations for meeting instructional goals

95%--School Culture:

The principal encourages open communication on important school issues

Needs

One area in need for improvement is in the area of Systems for Improvement within the Learning Environment Survey in which the teachers feel that the principal should participate more in instructional planning with them.

In addition, the Quality Review indicates practices that teachers should incorporate into their planning that in turn should improve student performance.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2013-2014 the Systems of Improvement questions relative to the principal resulted in an 89% satisfaction rate from the teachers and staff. In the 2014-2015 we will increase this rate to a 90% or a 1% increase.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- | | | | | |
|-----|--|--|---|--|
| 25. | Research-based instructional programs, professional development, and/or systems and structures needed to | Target Group(s)
<i>Who will be targeted?</i> | Timeline
<i>What is the start and end date?</i> | Key Personnel
<i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|-----|--|--|---|--|

<p>impact change</p> <p>26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>27. Strategies to increase parent involvement and engagement</p> <p>28. Activities that address the Capacity Framework element of Trust</p>			
<p>25.</p> <p>a. Re-organize the school schedule to include extended day professional development and planning on Monday and Tuesday afternoons.</p> <p>b. Design common planning time for teachers of the same course and/or grade levels during the school day.</p> <p>c. Design time for the principal to meet with teachers during both schedules indicated above.</p>	Teachers	9/4/14-6/30/15	Administration
<p>26.</p> <p>a. Provide teachers with all available data pertaining to all students in their classes. These data will include math and literacy scores, grades on other aptitude tests, marks from previous courses relative to the course, IEP, health annotations, and conduct.</p> <p>b. Work with the teachers to plan for instruction using these data to design activities/tasks that differentiate and create an atmosphere that will draw out the potential of each student.</p>	Teachers, All Students	9/4/14-6/30/15	Administration
<p>27.</p> <p>a. Encourage teachers to use the extended Tuesday afternoon time to communicate with families via JupiterGrades or other means of communication to keep families informed of their child’s progress in each class.</p> <p>b. In addition to Parent/Teacher Conferences, establish additional meetings such as Curriculum Night for parents/guardians to attend to learn about expectations for successful learning.</p> <p>c. Work closely with the Parent Association and the Parent Coordinator to promote more parent participation in the school.</p>	Entire School Community	9/4/14-6/3-/15	Administration and Teachers
<p>28.</p> <p>a.Trust has been built and established with all members of our community through the years by giving all stakeholders the opportunity to be active participants. Trust is built with students and their families through communication, informing them of our open door policy. Hosting events where their voices can be heard such as Parents association meetings, school safety meetings, curriculum night, technology night for parents and parent conferences. Our schools “Theory of Action” will continue to include “the participation of the family and the entire school community in the development of the whole student”</p>	Entire School Community	9/4/14-6/30/15	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Principal/assistant principals/faculty/STARS/JupiterGrades/Computers

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, the principal will have met with all teachers at least one time for a planning or observation conference concerning a lesson and its instructional plan.

Part 6b. Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

33. Family and community ties are primarily overseen by the guidance department inclusive of, one administrator, two guidance counselors, one college advisor, one parent coordinator and multiple on-site SBST and CBO workers (Liberty Partnership Program and Educational Talent Search. Additional Community Based Organizations include Big Brother Big Sister, Bottom Line, Opportunity Network, Scholars for Education Opportunity.)

34. **Strengths :**

- The school communicates with families at least once per week via email and phone master informing them of important school information and programs for students to become involved in.
- Long standing relationships with CBO’s while fostering new relationships each year.
- Provide students with the opportunity to interact with the professionals in the financial district and beyond through our annual career day, monthly job shadowing opportunities and WISE Institute seminars.

Needs:

- Development of a tracking system to determine what extracurricular activities and/or organizations our students are involved in
- Greater staff awareness in regard to student involvement in extracurricular activities.
- Difficulty getting parent involved given the majority of our families are from the outer boroughs.
- Increase the number of lowest one third, ELL and special needs students involved in extra-curricular activities and programs.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Provide Families with sufficient information about yearly curriculum and Community Based Organizations to allow families to be effective learning partners with their children, encouraging them to achieve or reach their academic potential. Our annual goals are to maintain at least a 90% parent response rate on the learning environment survey for the question “My child’s school keeps me informed about what my child is learning.”

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			

36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
Provided parents the opportunity to communicate with staff by adjusting the bell schedule to account for parent outreach time. Guidance department provides staff with professional development around parental engagement. Inform families at the beginning of the school year (curriculum night) of our yearly curriculum goals for all courses.	All Parents and Students	9\17\14	All instructional leaders and teachers of courses
Ensure that communications to parents are translated into the primary languages of families via phone messenger and JupiterGrades. Providing families with regular feedback of their child's progress, academic expectations and grading policy.	All Parents and Students	9\04\14 – 6\30\15	Entire School Community
Continue to conduct parent conferences on an as need basis. Provide professional development to parents multiple times per year around technology training, the college application process and workshops for parents with student's disabilities.	All parents and Students	9\04\14 – 6\30\15	Entire School Community
	All Parents and Students	9\04\14 – 6\30\15	Guidance Department

Part 4 – Resources Needed

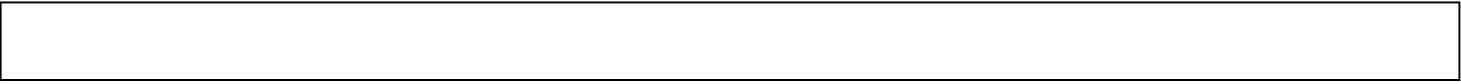
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Principal/assistant principals/faculty/STARS/JupiterGrades/Computers

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
In March 2015 at Parent Teacher Conferences an informal survey will be conducted concerning this goal.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Student's Individual Educational Plan (IEP)	-ICT English Courses -Special History/English courses -Reading Horizons Reading Program -Wise Institute Literacy Seminars -Academic Help Center -Tutoring	Co-teaching -Direct instruction -Small Group Instruction	During and after school
Mathematics	Student's IEP	ICT Math Courses -I Learn -Tutoring -Academic Help Center -Wise Institute Mathematics Seminars	Co-teaching -Direct instruction -Small Group Instruction	During and after school
Science	Student's IEP	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
Social Studies	Student's IEP	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
At-risk services (e.g. provided by the Guidance Counselor,	Student's IEP	Annual Reviews -Triennials -Speech	Co-teaching -Direct instruction -Small Group	During and after school

<i>School Psychologist, Social Worker, etc.)</i>		<ul style="list-style-type: none"> -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 	Instruction	
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

x	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

All core subject teachers are licensed and certified in their respective discipline.

2b. 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).

All faculty members, including supervisors/administrators, participate in professional development at least twice per month. Each professional development is designed in-house addressing best practices in each subject area. Faculty are also encouraged to participate in various professional developments around the City that is designed for their subject area and the improvement of instruction.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The school’s SDC meets to determine the professional development plan for the school year. Professional development focuses on the school’s Instructional Focus and the Danielson Framework for Teaching. The Instructional Focus for the school year is Using Assessment in Instruction.

The school administration and the teacher course leaders meet to determine appropriate subjective and objective type questions to use in common mid-term and final examinations. These examinations emulate State assessments such as Regents, Common Core Tests, and others. Data analysis is used from the results of these tests to make decisions in curriculum planning, differentiation in learning activities and remediation for students who require additional support.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$406,338	x	
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	\$11,200	x	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	\$4,037,900		Pages 10-22

¹Explanation/Background:

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

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

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

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

The High School of Economics and Finance in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part A: School Information	
Name of School: 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
Total # of ELLs to be served: 49
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

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. Direct services utilizing a web-based reading program (Reading Horizons)
2. Global History Enrichment from a Spanish language bilingual licensed teacher
3. Specialized Enrichment Social Studies course from a licensed bi-lingual teacher
4. Quilting and Communication

The Reading Horizons program began in November 2012 and continues to run. This year, ELL students are provided with a research based approach that breaks the basics of the English language into a step-by-step process that shows ELL's exactly what they need to do in order to learn to read, write, and communicate. Students use laptops or desktops and learn to interface with the computer program. The program's framework empowers the students with strategies to decode words in the English language while practicing skill building in spelling, grammar, fluency and comprehension development. The program is offered to all ELL students on a rotating basis. The class meets on Wednesday afternoons, for 40 minutes and is taught by two teachers who are specially trained in the Reading Horizons program. One of the teachers is the ESL teacher. The program begins on September 17, 2014 and end on June 3, 2015. The start time is 1:38 p.m. and end time 2:18 p.m. She will work with a teacher who is a specialist in literacy issues (special education degree) and they were both trained on the software and Reading Horizons program.

Our Global History Regents Enrichment program will take place on January 8, 2015 and again on May 11 and June 28, 2015 (10 sessions). All ELLs who are taking the Global History Regents exam, will be registered to attend these sessions. The program will meet 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 Social Studies Enrichment course is taught after school on Mondays and Wednesday (3:15-5:15 pm) (27 sessions) beginning on February 10, 2015 and runs for 54 hours as per NY State Dept. of Ed. regulations. Students are identified based on their Global History 3 course performance. We

Part B: Direct Instruction Supplemental Program Information

estimate that 10 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 Learning Skills for reading and writing information text. Students are taught by a certified, bilingual (Spanish) social studies teacher.

Our weekly seminar through our school's special Wednesday afternoon program that begins on November 5, 2014 and runs through June 17, 2015 1:30-2:20 p.m. (27sessions) offer ELL students the opportunity to learn quilting while at the same time 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). By having the students work in small groups with one another, this facilitates the opportunities for students to speak with each other. This is part of the NYSESLAT. Students are grouped in various levels, ensuring that weaker communicators and paired with stronger ones. For college and career readiness purposes, oral communication is a very important skill in which college students will need to have in order to be successful in coursework. Also, for all careers it is an expectation that employees communicate well with co-workers and their supervisors.

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:

Topic 1: Questioning Techniques:

Date: November 6, 2014

Time: 9:00 AM - 3:00 PM

Name: Metropolitan Museum of Art

Audience: Pamela King, ESL Teacher

Topic 2: Differentiating Instruction for ESL\ELL Students

Date: March 16, 2014

Time: 3:06 PM - 4:26 PM

Name of Provider: Raj Nanda

Audience: Entire Staff

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 2014 and runs through June 2015. 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 to further develop curriculum using ESL instructional strategies. Our ESL teacher attends ESL Professional Development

Part C: 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, 2014 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 focus on development and implementation of ESL teacher practices, 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. They have reached out to non-English speaking families and translated 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, through June 2015. 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. Our PC is available to translate. At teacher conferences there is staff available to assist non-English speaking parent at the parent-teacher conference. In addition, 30 minutes prior to the 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 event in September 2014, November 2014, January 2015, 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 2015, 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.

Title III Information Session for Parents

Rationale: Parents will be informed about the goals, structure and purpose of the Title III program for their child

Provider: Assistant Principal ELL and English Department

Part D: Parental Engagement Activities

Date: January 15, 2015

NYSESLAT Information Session for Parents

Rationale: Parents will understand the components and demands of the NYSESLAT exam for their child. They will be informed of the progress their child has made on the NYSESLAT and the expectations.

Provider: ESL Teacher

Date: Parent/Guardian Night, May 6, 2015

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
(Object Code 199)		
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 02	Borough Manhattan	School Number 489
School Name High School of Economics and Finance		

B. Language Allocation Policy Team Composition [i](#) 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 Michael Stanzione	Assistant Principal Raj Nanda
Coach type here	Coach type here
ESL Teacher Pamela King	Guidance Counselor Madeline Hernandez
Teacher/Subject Area David Siroonian/Social Studies	Parent Deborah Malcolm
Teacher/Subject Area type here	Parent Coordinator Carmen Bitar
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)										31	14	4	5	54
Freestanding ESL														
self-contained										4	1	1	0	6
SELECT ONE										0	0	0	0	0
Total	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	26		2	14		1	15	0	3	55

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										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
TOTAL	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
Intermediate(I)										7	4	1	0	12
Advanced (A)										22	9	4	5	40
Total	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/	B										1	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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 [AMAQ 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. [①](#)

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:				

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

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

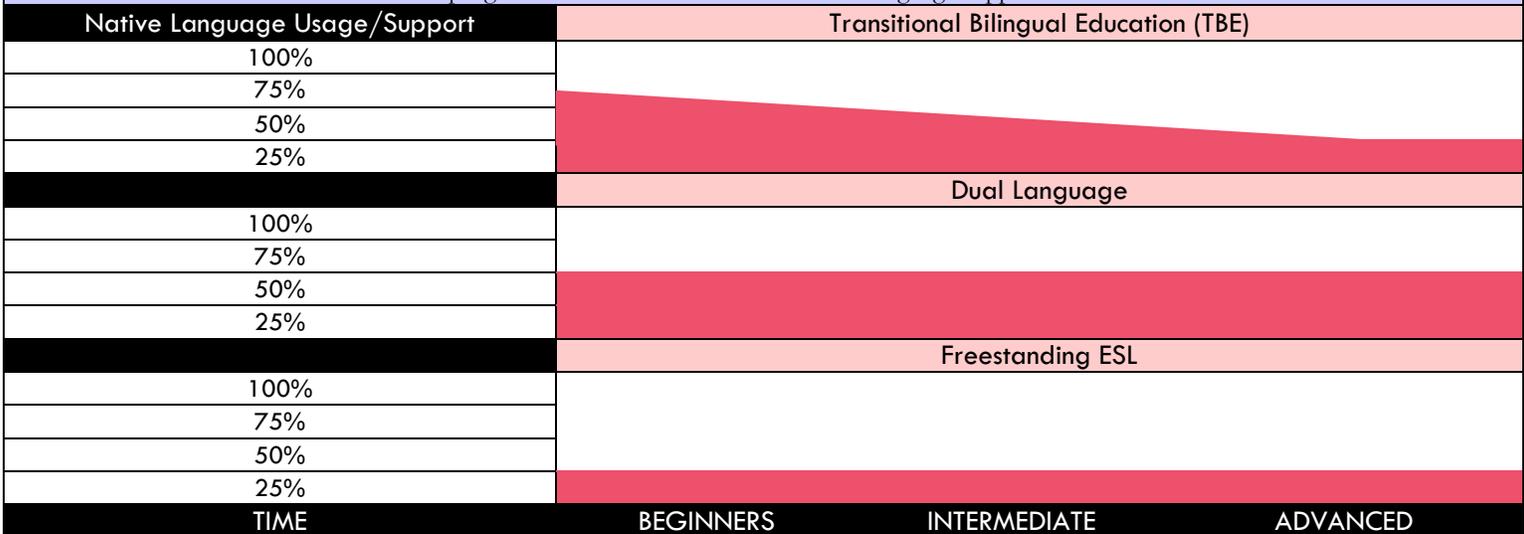
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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)?

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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. 3. To fulfill the minimum of 7.5 hours of required ELL training, all staff members attend the above-mentioned professional development conducted by the ELL specialist 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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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