2018-19

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: \textit{(i.e. 01M001)}: 02M489

School Name: HIGH SCHOOL OF ECONOMICS AND FINANCE

Principal: MICHAEL STANZIONE
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: High School of Economics & Finance
School Number (DBN): 02M489

BEDS Code: 3711
Grades Served: 9-12
School Address: 100 Trinity Place/New York, NY 10003
Phone Number: 212-346-0708
Fax: 212-346-0711

School Contact Person: Michael Stanzione
Email Address: mstanzi@schools.nyc.gov

Principal: Michael Stanzione
UFT Chapter Leader: David Siroonian
Parents’ Association President: Beth Callaway
SLT Chairperson: Michael Stanzione
Title I Parent Representative (or Parent Advisory Council Chairperson): Beth Callaway
Student Representative(s): Daniel Hernandez
CBO Representative: Sheila Beatty

District Information

Geographical District: 02
Superintendent: Vivian Orlen
Superintendent’s Office Address: 333 Seventh Avenue/NY, NY 10001
Superintendent’s Email Address: VOrlen@schools.nyc.gov
Phone Number: 212.356.7563
Fax: 212.356.7514

Field Support Center (FSC)

FSC: Manhattan
Executive Director: Yuet Chu
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Stanzione</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>David Siroonian</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Beth Callaway</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Beth Callaway</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Daniel Hernandez</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Stephany Pineda</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Matthew Willie</td>
<td>Member/CSA</td>
<td></td>
</tr>
<tr>
<td>Eileen Kelly</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Angelina Morelli</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>John Hunt</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Alicia Guy</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Eric Walcott</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Angela Jenkins</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Sean Callaway</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Colby Zetner</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Devanis Guerrero</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Rick Evans</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Stacia Tomlinson</td>
<td>Member/ Student</td>
<td></td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

### The Six Elements of the Framework for Great Schools

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

### The Quality Review and the Framework for Great Schools

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

#### NYCDOE’s Quality Review (QR)

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

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

#### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

#### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td><strong>School Mission</strong></td>
</tr>
<tr>
<td>- To provide a rigorous world-class academic program for all students in economics and finance.</td>
</tr>
<tr>
<td>- 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.</td>
</tr>
</tbody>
</table>
- 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.
  - To educate, empower, and enable all students to become caring, contributing citizens who can succeed in an ever-changing world. Ensure students of all race, ethnicity, religion, national origin, immigration status, socio-economic status, appearance, size, weight, age, sex, gender, gender identity, gender expression, sexual orientation and disability are supported and protected.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

**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 seminars throughout the school year on several Wednesday afternoons throughout the school year which are led by industry professionals
- Manhattan’s financial district is our laboratory, many of students are required to complete 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 and Personal Finance

● 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

● Special Programs in the Arts

● On-site Community Based Organizations

● Study Abroad Program

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

● Elite college acceptances

● A proven ability of moving high needs students towards graduation as indicated in the school’s Progress Report

● 98% of the 2018 senior class are attending college of which 80% will attend four year colleges

● Designated as a Blue Star School for Financial Literacy

● On-line grading system for communication with families and students

● Interactive school website updated daily

● Developed effective partnerships in the arts with many cultural organizations involved in the school community

● Over 2,000 students applied for 220 available seats for the 2018-2019 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 department
● Partnerships with all major business education programs--NAF, VE, NFTE, and Junior Achievement
● 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

College Level Courses

Challenges

● A ten floor building with windowless classrooms
● Limited parent/guardian involvement
● Distance students travel to school
● Construction Zone

Recent Growth

● Increased Graduation rate to approximately 90% over the past two years from high 70s and low 80s
● Increased College/Career readiness rate-25% higher than the City Average

● New Literacy Initiatives
● Increased School Partnerships
● Additional opportunities for individualized learning experiences
● Number of students moving to a least restrictive environment

Area of Focus

● Credit Accumulation
● 10th grade success rates
● Parental involvement
● Equity for All
● Teacher Professional Development
- Global History Regents
- Regents examinations in Common Core Math subject areas
- School Community Partnerships

3. Describe any special student populations and what their specific needs are.

20% students with IEPs mostly educated in ICT and Least Restrictive Environments. Students' IEPs indicate their specific needs and teachers address these needs accordingly mostly through accommodation strategies depending upon the students' needs.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

  Rigorous Instruction and Rigorous Instruction
### School Demographics and Accountability Snapshot for 02M489

#### School Configuration (2018-19)
- Grade Configuration: 09,10,11,12
- Total Enrollment (2017-18): 738
- SIG Recipient (Y/N): No

#### English Language Learner Programs (2018-19)
- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

#### Special Education Programs/Number of Students (2015-16)
- # Special Classes (ELA): 28
- # SETSS (ELA): 18
- # Integrated Collaborative Teaching (ELA): 135
- # Special Classes (Math): 24
- # SETSS (Math): 3
- # Integrated Collaborative Teaching (Math): 115

#### Types and Number of Special Classes (2018-19)
- # Visual Arts: 10
- # Music: 10
- # Drama: 4
- # Dance: 2

#### School Composition (2017-18)
- % Title I Population: 80.0%
- % Attendance Rate: 92.1%
- % Free Lunch: 74.1%
- % Reduced Lunch: 5.8%
- % Limited English Proficient: 6.5%
- % Students with Disabilities: 19.9%

#### Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 1.1%
- % Black or African American: 23.7%
- % Hispanic or Latino: 44.9%
- % Asian or Native Hawaiian/Pacific Islander: 21.7%
- % White: 7.3%
- % Multi-Racial: 2.4%

#### Personnel (2015-16)
- Years Principal Assigned to School (2018-19): 11.17
- # of Assistant Principals (2016-17): 8
- % of Teachers with No Valid Teaching Certificate: 5%
- % Teaching Out of Certification: 37%
- % Teaching with Fewer Than 3 Years of Experience: 10%
- Average Teacher Absences: 1.6
- % Attendance Rate: 7.6
- % Multi
- % Asian or Native Hawaiian/Pacific Islander: 6.5%

#### Overall NYSED Accountability Status (2018-19)
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Science Performance at levels 3 & 4: N/A
- Science Performance at levels 3 & 4 (4th Grade): N/A
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- US History Performance at Levels 3 & 4: N/A
- 4 Year Graduation Rate: N/A
- Regents Diploma w/ Advanced Designation: N/A
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)
- Focus School Identified by a Focus District: No
- Focus Subgroups: N/A

### Elementary/Middle School
- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- Met Adequate Yearly Progress (AYP) in Science (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

### High School
- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- Met Adequate Yearly Progress (AYP) in Graduation (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

<table>
<thead>
<tr>
<th>2017-18 Online School Quality Guide - Academic Press 2.75 / 5 (Overall “Rigorous Instruction” received a 3.45 / 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>51% say they are challenged in their classes vs. 57% borough and city</td>
</tr>
<tr>
<td>54% say teachers ask difficult questions vs. 58% borough and 57% city</td>
</tr>
</tbody>
</table>


Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal- Build upon and refine previously established structures for teacher-team meetings so teachers can engage in cooperative professional development opportunities communicating a culture of respect and motivation for continuous improvement. 100% of all teacher-team meetings held during designated common planning time will utilize the same structure and protocols with every teacher taking on at least one leadership role in their team this year.
### Activities/Strategies

Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development - whole staff and department meetings. At least 4 whole school P.D. led by teachers, all department meetings led by teachers. Focus on Danielson’s Framework: Domain 1: 1e Designing Coherent Instruction and Domain 4: 3b Using Questioning and Discussion Techniques. Professional development should help guide our staff towards “inquiry based learning”, or creating, modeling and evaluating rigorous tasks. Teaching on best practices providing students necessary support, tools and practice inside a forty minute period, as well as a one to two month unit.</td>
<td>Students who demonstrated weakness in Jan. Regents and report card marks</td>
<td>Sept. 2018-June 2018</td>
<td>Department teachers (English, Math, Science, Social Studies) and Assistant Principals, Principal; WISE Institute Program Director</td>
</tr>
<tr>
<td>Transparency – shared mission statements should be shared with all staff. Our shared mission should be communicated on a monthly basis – either in writing and/or verbally.</td>
<td>All</td>
<td>May 2018</td>
<td>APs; Teachers; Principal</td>
</tr>
<tr>
<td>Inter-visitations - Communicate with staff in email and in person about year round opportunities and clear expectations for inter-visitations and debriefings. Staff are required to visit at least one teacher / domain and debrief with that teacher. Use collected data – at the end of the year, alter mission statement / goals / action plans / and how we’ll monitor new goals/action plans</td>
<td>All Teachers</td>
<td>September 2017-June 2018</td>
<td>ApS; Teachers; Principal</td>
</tr>
<tr>
<td>Student to student tutoring program – empower students and identify those who may benefit from this program</td>
<td>All Students</td>
<td>September 2017-June 2018</td>
<td>APs; Teachers; Principal</td>
</tr>
<tr>
<td>Scheduling – instead of grouping level one and level five students together, keep level 1-3 together and 3-5 together. More school events – try to find more ways to get student to student interaction through clubs, events (dances, talent shows, etc.) and assemblies Feedback – get more feedback from students and staff, gather more information on the students’ experience</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Regular Communication via email and Jupiter Grades

Part 4 – Budget and Resource Alignment

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

School faculty, school programmer, computer technology, curriculum adjustments in Accounting and Global History, paper

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
</table>
| X  | C4E      | 21st Century Grant | SIG       | PTA Funded      | In Kind           | Other

Part 5 – Progress Monitoring

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

1. Keep record of P.D.’s to ensure teachers have been exposed to appropriate P.D.
2. At least two teacher surveys to determine how we can best support them in developing rigorous instruction: one at end of year to help measure progress
3. Teacher surveys to gather data teachers’ feedback on the usefulness of inter-visitations
4. Include where/who feedback came from when new mission statements are shared
   1. More student surveys - Try to gather more specific data. Data should be collected by teachers every unit. Additionally, school wide surveys to students should be administered from staff should be collected two times a year.
5. Have this in place before Christmas break
6. Beginning 2019-2020 school year. If this is not possible, consider the idea of providing more teachers with student aides and student teachers
7. At least five whole school events per school year
8. Jack conducts student surveys during 6th period lunch. Administration designates students representative of the student body: higher achieving, middle, low, students with special needs, various ethnicities, etc.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

STARS Classroom; JupiterGrades

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

The school establishes a classroom and a school culture where students feel safe, supported, and challenged by their teachers and peers.

- The High School of Economics & Finance provides a safe learning environment for all of our students and effectively communicates high expectations to all members of our school community.
- Guidance staff consisting of an Assistant Principal, two Guidance Counselors, one College Advisor, Parent Coordinator, Pupil Personnel Secretary, School and numerous School Based Support Team (SBST) staff are available throughout the day, including the summer, to provide support to present and former students.
- The school has a variety of measures in place to address data from surveys including but not limited to; college awareness, parental outreach, AIS meetings, scholarship programs, mentoring programs, respect for all campaigns, and in-house ladder of referrals.
- 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.
- Liberty Partnership Program, Educational Talent Search, YPMP, FWA, support students’ academic needs by offering tutoring, SAT prep, college counseling, and enrichment courses.
- A multitude of off-site community based organizations including; Bottom Line, Big Brothers/Big Sisters, The Goddard Institute, SEO, and Opportunity Network provide mentoring and academic services to students.
- Collaboration with YABC programs resulting in numerous five and six year graduates.
- Provide students opportunities to meet a wide array of professionals during our annual career day.
- Offer students the opportunity to visit and meet representatives from over 25 colleges, as well as provide four college night events around varied topics, such as financial aid.

Needs:

- Identify students who are at risk of failing as a result of chronic absenteeism.
- Increase the number of students with disabilities participating in mentoring programs.
- Provide increased social emotional and academic support to students who are under credited.
- Provide increased social emotional and academic support to students who are under credited.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
Provide all students with more personal attention and support at school so that the School Survey Results pertaining to the Supportive Environment survey area increases by 3.09% in this area of the survey.
### Part 3a – Action Plan

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

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involve the assistant principals, in addition to the students guidance counselor, to provide support to all 9th grade students and students in the lowest third in other grades</td>
<td>9th graders</td>
<td>Sept. ‘18-June ‘19</td>
<td>9th grade teachers; APs; Principal</td>
</tr>
<tr>
<td>Reduce the population of Freshman Seminar classes by increasing the number of Advisory so that the teachers, APs, and Principal who teach in the Advisory can provide more individual attention to their students</td>
<td>9th graders</td>
<td>Sept. 18-June ‘9</td>
<td>9th grade teachers; APs; Principal</td>
</tr>
<tr>
<td>Have the guidance counselors visit classes and be available at school assemblies to provide support to the students</td>
<td>All students</td>
<td>Sept. ‘18-June ‘19</td>
<td>Guidance Counselors</td>
</tr>
<tr>
<td>Ensure that there is a guidance counselor and support staff assigned to all ELLs and students with special needs and that they meet with these students more regularly</td>
<td>All ELLs and SWP students</td>
<td>Sept. ‘18-June ‘9</td>
<td>Guidance Counselors</td>
</tr>
<tr>
<td>Utilize data to monitor student attendance and credit accumulation.</td>
<td>All Students</td>
<td>Sept. ‘18-June ‘19</td>
<td>Guidance counselors, APs; Principal</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Survey

### Part 4 – Budget and Resource Alignment

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

School faculty, school programmer, computer technology, Advisory curriculum

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
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<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
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<td>X</td>
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</table>
Part 5 – Progress Monitoring

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

The midpoint benchmark that we will use to indicate school progress made for this specific goal is an informal survey concerning this goal. We will give an informal survey on Transcript Day in February 2019.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Survey Form

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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</thead>
<tbody>
<tr>
<td><strong>1.</strong> What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td><strong>2.</strong> What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>Strengths—Many of our school’s partners provide professional development in addition to the professional development opportunities we offer teachers within the school building. Some of the partners include Working in Support of Education (WISE), National Foundation for Teaching Entrepreneurship (NFTE), Virtual Enterprise, National Academy Foundation, Global Glimpse, Theater Development Foundation, and Math for America. Teachers have the opportunity to participate in a wide array of professional development activities through these partner organizations. Additionally, time is built into our school schedule for teachers to collaborate on instruction as well as develop strong Integrated Co-Teaching (ICT) relationships. Our SDC develops the professional development topics and schedule for our faculty-wide professional development held throughout the year. One notable contribution was the development and roll-out of a five week series of workshops led by the leadership team centered on specific components of the Danielson Framework. All teachers attended these five workshops which were focused on engaging students, using assessments in instruction, using questioning and discussion techniques, managing student behavior, creating an environment of respect and rapport as well as lesson planning (i.e. designing coherent instruction). All teachers had an opportunity to both attend and conduct professional development during each month of the academic year.</td>
</tr>
<tr>
<td>Needs—There is an ongoing need for more time for teachers to collaborate and there is a need to develop a specific structure and protocols for this collaboration time (teacher-team meetings). There is a need to ensure this structure and these protocols include examining student work and examining data to inform instruction. There is a need to have more student-focused meetings so teachers can share best strategies across disciplines to create instruction that is customized, inclusive, and aligned to Common Core Learning Standards.</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

| Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. |
| Develop and establish structured teacher-team meetings so teachers can have the opportunity to participate in cooperative professional development within a culture of respect and continuous improvement. 100% of all teacher-team meetings held during designated common planning time will utilize the same structure and protocols. |
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | All teachers | September 2018 | SDC; course leaders; Principal |
| **Train the School Development Committee (SDC) and lead teacher (i.e. course leaders) on the tools adapted from “Teaching Matters” to use during teacher-team meetings (i.e. Norm-setting protocol, establishing meeting agendas, and establishing ongoing teacher-team action plans).** | All teachers | September 2018 | SDC; course leaders; Principal |
| **Meet with each teacher-team to conduct norm-setting protocol which establishes how individual teams will collaborate during all common planning sessions. Develop calendar of agenda items for subsequent meetings and ongoing action plan that focus on building collaboration and designing rigorous instruction that is informed by student data and aligned with Common Core Learning Standards.** | All teachers | Sept. 2018 and Feb. 2018 | Principal, APs; SDC; course leaders |
| **Meet with each teacher to discuss their individual professional development plan and goals they have for themselves and their students and establish which teacher-teams they will join.**  
At each meeting questions will be asked and time will be spent discussing strategies each teacher will use to ensure successful outcomes for students with disabilities, English language learners, and other high-need students. Further, time will be spent discussing ways to make sure that teacher-parent collaborations are addressed, through the use of Jupiter Grades, and other methods of communicating with parents more frequently.  
Provide Opportunities for teachers to conduct inter-visitations with one another to share best practices  
Teacher-team meetings adapt and utilized the scheduled agendas to guide meetings during designated common planning time. At the end of each meeting, the teacher-team updates their ongoing action plan. | All teachers | September 2018-June 2019 (Monthly) | Principal; APs |
| **Provide Opportunities for teachers to conduct inter-visitations with one another to share best practices** | All teachers | October 2018-March 2019 | Principal, APs |
| **Teacher-team meetings adapt and utilized the scheduled agendas to guide meetings during designated common planning time. At the end of each meeting, the teacher-team updates their ongoing action plan.** | All teachers | Sept 2018-June 2019 Monthly | SDC |
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

In process of being completed

Part 4 – Budget and Resource Alignment

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

School faculty, school programmer, computer technology, paper, postage, envelopes

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
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<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By June 2019 75% of teachers will say that they have opportunities to work productively with their colleagues in school. Up from 5% the previous year.

By June 2019, 83% of teachers will say that teachers at this school work together to design instructional programs.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

School Survey

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
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</table>

The principal and school leaders consistently communicate high expectations for the entire school community on a regular basis. Our school’s QR states that: the conscientious principal has created a goal-oriented learning community which uses data-based intentional strategies to accelerate learning, and is well focused on teacher practice and student outcomes. However, we should extend pedagogical practices so that all students are consistently engaged in high academic levels to maximize learning and achievement. Our school has chosen Component 3c-Engaging Students in Learning with an emphasis on equity and culturally relevant tasks for the 2018-19 school year. The school established a Strategic Instructional Action plan for the year around this goal.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, at least 90% of the teachers will receive at least one effective rating in Component 3c in Advance.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
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<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
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</table>

<table>
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<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>September-October 2018 and February-March 2019</td>
<td>Principal; APs</td>
</tr>
</tbody>
</table>

Meet with small groups of teachers in the beginning of each term to speak about ways to improve the quality of lesson plans aligned with the Danielson Framework.

Meet with each teacher to discuss their individual professional development plan and goals. In addition, meetings will address strategies for planning and preparation for each teacher will use to ensure successful outcomes for students with disabilities, English language learners, and other high-need students. Further, time will be spent discussing ways to make sure that teacher-parent collaborations are addressed, through the use of Jupiter Grades, and other methods of communicating with parents more frequently.

Create a Professional Learning Community for Teachers on Equity and Instructional Excellence which meets 2x per month and whereby teachers will engage in professional development on topic of this nature. Teachers will also serve as leaders of these meetings and have an opportunity to share in the leadership process.

Have teacher partake professional developments and inter-visitations, serve as Mentors; and cooperating teachers for student teachers around our school's Strategic Instructional Action Plan.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

In process of being completed

### Part 4 – Budget and Resource Alignment

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

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

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<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February 1, 2019, at least 45% of the teachers will have received an effective or highly effective rating in Component 3c.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Advance, observation notes; teacher lesson plans

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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.) The Assistant Principal of Organization is primarily responsible for much of the online and electronic communication from the school.

Strengths:

· Communication with parents, students and teachers at minimum every Monday by sending out an email entitled, “Weekly Reminders and Announcements”, to inform them of upcoming events, testing blocks, end of marking period dates, school happenings, and student accomplishments, among other notifications. Including outside organizations and workshops recommended and promoted on the DOE’s webpage.

· A full comprehensive Calendar for the school year is also available via Jupitergrades. While parents are checking student grades, they have the ability to check the calendar tab and review all upcoming events.

· Transformation of the school’s website to a place where all faculty, students, parents and staff could visit to keep themselves informed of all school happenings. When the school’s end of year schedule was posted on the website, which included all Regents tutoring dates and times, social events, and final exam dates and times. The school’s website was visited 16,544 times in the month of May and June. That is approximately 22 visits per family over a two month period.

· 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:

· Based on the schools quality review results, parents need to be informed as to what college ready requirements are, and what their children must do in order to accomplish these goals.

· Develop anonymous polls through the schools online grading system where students log in and vote on things clubs and activities they would like to see the school start.
· 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

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase 9th grade parent log in rates on Jupitergrades by 5% from 43% to a 48% log in rate.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Entire student population</td>
<td>9/8/18-6/30/19</td>
<td>Assistant principals, parent coordinator, guidance counselors</td>
</tr>
<tr>
<td>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.</td>
<td>Entire student population</td>
<td>9/8/18-6/30/19</td>
<td>Assistant principals, parent coordinator, guidance counselors</td>
</tr>
<tr>
<td>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.</td>
<td>Entire student population</td>
<td>9/18-6/19</td>
<td>Assistant principals, parent coordinator, guidance counselors</td>
</tr>
<tr>
<td>Create a workshop for parents that will be conducted at one of the school’s Parent Association meetings that informs parents of the requirements for their child to earn “College Ready” status and what additional steps can be taken to assist their children in this process (tutoring, online resources, College ready math course request, summer college ready programs before senior year, etc)</td>
<td>All Families</td>
<td>October 2018</td>
<td>APG, College Advisor, Guidance Counselors</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

In process of being completed

Part 4 – Budget and Resource Alignment

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

Faculty/STARS/JupiterGrades/Computers/telephones

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

<table>
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<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

Monitoring of the usage stats page via admin section of Jupitergrades.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
By February 2019, at least 45% of the families will have signed on to Jupitergrades to receive up to date progress for their child.

| Part 5c. In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |  |
### Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Academic Report Cards, Progress Reports, Teacher recommendations, Guidance Referral Forms, Student Attendance, and Conduct</td>
<td>ICT English Courses -Special History/English courses -Reading Horizons Reading Program -Wise Institute Literacy Seminars -Academic Help Center -Tutoring</td>
<td>Co-teaching -Direct instruction -Small Group Instruction</td>
<td>During and after school</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Academic Report Cards, Progress Reports, Teacher recommendations, Guidance Referral Forms, Student Attendance, and Conduct</td>
<td>ICT Math Courses -I Learn -Tutoring -Academic Help Center -Wise Institute Mathematics Seminars</td>
<td>Co-teaching -Direct instruction -Small Group Instruction</td>
<td>During and after school</td>
</tr>
<tr>
<td>Science</td>
<td>Academic Report Cards, Progress Reports, Teacher recommendations, Guidance Referral Forms,</td>
<td>ICT Living Env.; Earth Science and Forensics -Tutoring</td>
<td>Co-teaching -Direct instruction -Small Group Instruction</td>
<td>During and after school</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Academic Report Cards, Progress Reports, Teacher recommendations, Guidance Referral Forms, Student Attendance, and Conduct</td>
<td>Academic Report Cards, Progress Reports, Teacher recommendations, Guidance Referral Forms, Student Attendance, and Conduct</td>
<td>Academic Report Cards, Progress Reports, Teacher recommendations, Guidance Referral Forms, Student Attendance, and Conduct</td>
<td>Academic Report Cards, Progress Reports, Teacher recommendations, Guidance Referral Forms, Student Attendance, and Conduct</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
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</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Academic Report Cards, Progress Reports, Teacher recommendations, Guidance Referral Forms, Student Attendance, and Conduct</td>
<td>ICT Global 1-4 - Tutoring - Academic Help Center - Wise Institute Global History Seminars - Wise Institute Seminars - Modified Global History 3 and 4 Classes</td>
<td>Co-teaching - Direct instruction - Small Group Instruction</td>
<td>During and after school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)

**Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   | Approximately 50 |

2. Please describe the services you are planning to provide to the STH population.

   All students receive $100 in school supplies which contain the necessary materials for instruction, including a backpack, sweatshirt, gym attire, pajamas, long sleeve shirts, short sleeve shirts, towels and other individualized support.

   Continue to work with families so that they know the school will assist them in making sure children are nourished and if they are ever in need of any additional support they know they can ask the principal and guidance team members.

**Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   | n/a |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

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

Part 1: Title I Status

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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

In the event that new teachers need to be hired, a committee of assistant principals, teachers, staff and students is formed. The SAC Professional Development committee established a list of interview questions that are asked to all candidates.

Recruitment strategies include: Posting in Open Market, Searches in Open Market, Communication with Teacher Ed programs in Colleges, NYC Teaching Fellows, ATR Pool.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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. Additional professional development 2x per month is teacher lead on topics in Equity for All and instructional excellence.

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

2018-19 CEP
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).

n/a

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.).

n/a

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.

Professional development focuses on the school’s Instructional Focus and the Danielson Framework for Teaching. The Instructional Focus for the school year is Engaging Students in Learning with an emphasis in equity, culturally relevant curriculum and instructional excellence.

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.

The school follows a methodology in most classes in the Gradual Release of Responsibility which incorporates several assessment type techniques in each lesson.

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 codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund Source (i.e. Federal, State or Local)</td>
<td>Fund Source</td>
<td>contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$429,143</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$4,652,379</td>
</tr>
</tbody>
</table>

*Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used *conceptually* to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs.
• **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

• **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

**Important Note:** The following funds may not be consolidated:

• **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

• **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

• **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <strong>High School for Economics and Finance</strong>, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The <strong>High School of Economics &amp; Finance</strong> will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>- 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;</td>
</tr>
<tr>
<td>- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;</td>
</tr>
<tr>
<td>- providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
</tbody>
</table>
- 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

### Parental Involvement and School Quality

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);

● 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;

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**Encouraging School-Level Parental Involvement**

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.

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**School-Parent Compact (SPC)**

School-Parent Compact (SPC) Template

The High School of Economics & Finance, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student
achievement between the school and the families. Staff and parents of students participating in activities and
programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will
share responsibility for improved academic achievement and the means by which a school-parent partnership will be
developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the
  Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

• creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

• assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

• sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

• supporting parental involvement activities as requested by parents;

• ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

• advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Every Student Succeeds Act (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;
II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

- attend school regularly and arrive on time;
• complete my homework and submit all assignments on time;

• follow the school rules and be responsible for my actions;

• show respect for myself, other people and property;

• try to resolve disagreements or conflicts peacefully;

• always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: ____</th>
<th>DBN: ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS of Economics &amp; Finance</td>
<td>02M489</td>
</tr>
</tbody>
</table>

This school is (check one): ☒conceptually consolidated (skip part E below) ☐ 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):

- [ ] Before school
- [ ] After school
- [ ] Saturday academy

Total # of ELLs to be served: ____

Grades to be served by this program (check all that apply):

- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12
### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>Total # of teachers in this program: ______</th>
<th># of certified ESL/Bilingual teachers: ______</th>
</tr>
</thead>
<tbody>
<tr>
<td># of content area teachers: ______</td>
<td></td>
</tr>
</tbody>
</table>

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: ______

The HS of Economics and Finance seeks to create a Supplemental, Title 3, LEP enrichment class called “The History and Literature of New York for ELL Students.” ELL students who participate will develop increased critical thinking skills and important academic writing skills. The program will enhance their ELA and Social Studies academic skills and their English language development.

The classes will be conducted on Wednesday and Friday between 3:15pm – 5:15pm (2 hours a day, 2 days a week, 2 teachers for class, for 16 weeks (Jan 16, 30, Feb 1, 6, 8, 13, 15, 27, March 1, 6, 13, 16, 20, 27, 29, April 3, 5, 10, 12, 17, May 1, 3, 8, 10, 15, 17, 22, 24, 29, 31). These two Title 3 classes will be taught by two teachers (an ESL teacher and a Social Studies teacher for one class and one ESL and one English teacher for the other class.) Classes will be conducted in a team-teaching model. In both classes, at least 50% of direct instruction will be taught by the ESL teacher.

Both classes will focus on the development of students’ academic writing in various genres and formats, including essays, research papers, and others. Students will practice all the language modalities with emphasis on reading, writing, and speaking. The topics that are included in the after school curriculum will be further explored through trips and various multi-media presentations and experiences, as well as traditional literature.

Students will attend a series of trips which will be used as a springboard for writing prompts and support for a study of the historical eras. Students will work with fiction, non-fiction, and visual sources to study New York City. These trips will explore important NYC landmarks and are integral to the study of NY history and literature. Title 3 money will be used to pay any admission fees and per session for teacher-leaders.

Materials to be purchased will include fiction and non-fictional work on the history of New York. These will include Forever by Pete Hamill and Gotham by Wallace and Boroughs. Chart paper, markers, printer paper will also be purchased to be used exclusively by this class.

### 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: ______
### Part C: Professional Development

Book Study Group. All Title 3 teachers will take part in 4-session Book Study Group. The sessions will occur over the course of the semester, meeting 4 times (Jan 18, March 18, April 8, May 4 (Sat)). Sessions will occur from 4:15pm- 5:45pm (except Saturday, May 4 when the time will be from 1:30-3:30pm, after proctoring of the Mock Regents exam).

Teachers will be reading the book, Better Learning Through Structured Teaching by Douglas Fisher and Nancy Fry, 2014 (2nd Edition). The purpose of this professional development is to enhance the Title 3 teachers repertoire to address the learning needs of ELL’s by using a variety of pedagogical strategies.

The participants will be 1 ESL teacher, 1 English teacher, I Supervisor of ESL, 1 Social Studies teacher.

We will cover the following topics / chapters:
- **Session 1**: Chapter 1 and Chapter 2 (Learning, or Not Learning , in School) and (Focused Instruction: Purpose, Modeling, Think-Alouds, and Noticing)
- **Session 2**: Chapter 3 and 4 (Guided Instruction: Question, Prompts, and Cues) and (Collaborative Learning: Consolidating Thinking with Peers)
- **Session 3**: Chapter 5 Independent Learning: Applying What has been taught.
- **Session 4**: Chapter 6 Implementing the Gradual Release of Responsibility Instructional Framework.

Facilitation will be rotated among the participants, in accordance with our school’s PLC procedures.

### 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: _____

Parental engagement activities will provide opportunities for parents to learn about strategies to support their ELL children in being prepared for college, navigating all the college admissions and college readiness, Regents Exam support, etc. as well as help parents help to support their ELL children in acquiring and developing academic English skills.

There will be four workshops over the course of the year: Jan 28, March 8, May 9, June 5.

**TIME.**

Topics are as follows:
- **Jan 28, 2019; 4:30pm-5:30pm;** Topic: College Readiness for the ELL Student
- **March 8, 2019; 4:30pm -5:30pm;** Topic: Studying techniques and the use of flash cards and other strategies for the ELL student.
- **May 9, 2019; 4:30pm – 5:30pm;** Topic: Regents Exam support for ELL students. How to make use of time and Tier 3 vocabulary.
- **June 5, 2019; 4:30pm -5:30pm;** Topic: How to maintain Academic English over the summer; Summer reading programs.

These workshops will be facilitated by ESL teacher, Parent Coordinator, College Advisor, and an Assistant Principal. School staff will be available to provide translation.
### Part D: Parental Engagement Activities
Parents will be informed of all workshops via Jupiter Grades, letters home in preferred language, and phonemaster.

### Part E: Budget
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

<table>
<thead>
<tr>
<th>Allocation Amount: $_______</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budget Category</strong></td>
</tr>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
</tr>
<tr>
<td>• Per session&lt;br&gt; • Per diem</td>
</tr>
<tr>
<td>Purchased services</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
</tr>
<tr>
<td>Supplies and materials</td>
</tr>
<tr>
<td>• Must be supplemental.&lt;br&gt; • Additional curricula, instructional materials.&lt;br&gt; • Must be clearly listed.</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
</tr>
<tr>
<td>Travel</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

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### Part I: School ELL Profile

#### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>Manhattan</td>
<td>H.S. of Economics &amp; Finance</td>
<td>489</td>
</tr>
</tbody>
</table>

#### B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Michael Stanzione</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Raj Nanda</td>
</tr>
<tr>
<td>Coach</td>
<td>type here</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Pamela King</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Madeline Hernandez</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>type here</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Parent</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>type here</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Marisol Bradbury</td>
</tr>
<tr>
<td>Superintendent Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

#### C. Teacher Qualifications

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

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

#### D. Student Demographics

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>767</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>42</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>5.48%</td>
</tr>
</tbody>
</table>

---

2018-19 CEP 52
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<td>0</td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
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<tr>
<td>TBE</td>
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<td>TBE</td>
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<td>DL</td>
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</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   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 structures do you have in place to support this effort?
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

4. What structures do you have in place to address interventions once the summative data has been gathered?

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

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].) 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 NYSELAT. The majority of our ELLs articulate from middle school, so we do not have enough LABR date to support a trend analysis.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

---

**Part IV: ELL Programming**

**Programming and Scheduling Information**

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program. Instruction is delivered through stand-alone and integrated ENL classes. Students are grouped based on their English Proficiency Level and their grade level.
   b. TBE program. If applicable. n/a
   c. DL program. If applicable. n/a

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      The assistant principal and program chair of the LAT team, reviews all ELL programs based on their English Proficiency Level.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Students are programmed for all appropriate content core classes. Teachers are provided with professional development and at common planning instructional methods are shared.

4. How do you ensure that ELLs are appropriately evaluated in their home 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 Mr. Dillon the 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 differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

Formative and Summative assessments are given throughout the year. Teachers are asked to include strategies in lesson plans to ensure for differentiated instruction.

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

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. A multicultural club has also been organized.

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

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.

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

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 math, science and social studies, all ELLs are offered one-on-one tutoring during the schoolday 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. A two-year sequence in algebra and Living Environment is also offered for those who may need additional support.
9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   We have purchased an online 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. Former ELL students are all receive an additional 90 minutes per week of services. A new multi-cultural club has been established.

10. If you had a bilingual program, what was the reason you closed it?
    We are not discontinuing any programs/services.

11. 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.

12. What instructional materials, including technology, are used to support ELLs? Include core 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. Accessibility to dictionaries is provided to students at all times.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
    Home language is supported by second language department offerings in Spanish, including a Native Language class, and Online French. Communications to families is translated into the home language. Materials and resources pertaining to students' needs are also readily available. These include dictionaries, glossaries, and examinations in home language.

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

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
    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. Accessibility to dictionaries is provided to students at all times.
16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

When students are accepted into the HS of Economics & Finance, they, along with their parents/guardians, are invited to attend an orientation at our school. During the orientation, ELLs are identified and translators are provided for them and their parents to ensure that they understand our program and their questions and concerns are addressed. Students and their parents/guardians receive a tour of the school and an opportunity to meet with a counselor. All incoming students must complete a summer reading project and the reading list includes books that are appropriate for ELLs. In addition, all incoming students, including ELLs, attend a four-week Moody’s Summer Institute where they take English, business and math classes.

17. What language electives are offered to ELLs?
Spanish and On-line French. College courses in Second Language are also offered.

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

   N/A

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**Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

   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). Some of the staff development workshops offered are: Working with ELL Students, CR154, Differentiating Instruction with ELL Students, and Information on LAB-R and NYSESLAT tests. In addition, the staff has common planning time and inquiry time to further develop curriculum using ESL instructional strategies. Our ESL teacher, Dr. King, attends the district professional developments. The ELL teacher takes part in all professional development Mondays. The English /ESL Department has made its area of focus the new Common Core English exam and is planning and adapting instruction to meet these new requirements.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

   Teachers of SWD meet with the ELL teacher to share any information on the student that have an IEP. Monday afternoons teachers are scheduled for one hour of professional development. Over the course of the school year, time is incorporated into the Professional Development to make sure the appropriate time is being addressed. Attendance record, Agendas and professional development activities are reviewed, collected and stored in a PD binder located in the principal's office.
Parental Involvement

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

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
   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.

Additional Information

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

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Michael Stanzione, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## 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. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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</thead>
<tbody>
<tr>
<td>Michael Stanzione</td>
<td>Principal</td>
<td></td>
<td>11/13/15</td>
</tr>
<tr>
<td>Raj Nanda</td>
<td>Assistant Principal</td>
<td></td>
<td>11/13/15</td>
</tr>
<tr>
<td>Carmen Bitar</td>
<td>Parent Coordinator</td>
<td></td>
<td>11/13/15</td>
</tr>
<tr>
<td>Pamela King</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>11/13/15</td>
</tr>
<tr>
<td>Karen Young</td>
<td>Parent</td>
<td></td>
<td>11/13/15</td>
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<tr>
<td></td>
<td>Teacher/Subject Area</td>
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<td></td>
<td>Coach</td>
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<td>11/13/15</td>
</tr>
<tr>
<td>Madeline Hernandez</td>
<td>School Counselor</td>
<td></td>
<td>11/13/15</td>
</tr>
<tr>
<td>Marisol Bradbury</td>
<td>Superintendent</td>
<td></td>
<td>11/13/15</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>11/13/15</td>
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<td>Other</td>
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<td>Other</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 02M489  School Name: H.S. of Economics & Finance  Superintendent: Marisol Bradbur

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
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</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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

   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. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
### Part B: Communications Calendar & Language Services

1. **List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.**

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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</table>

2. **List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.**

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
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<tbody>
<tr>
<td>Family Night (September and May) Parent-Teach Conferences- (November and March); Academic Intervention Meetings (Monthly); College Night (6 times a year); IEP Meetings (Monthly); Face to Face</td>
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</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

School survey and Parent Association Meetings are the mechanisms used to gather feedback.