

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor's Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor's Regulations A-655 on SLT's*; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Nancy Casella	*Principal or Designee	
Ledia Mara-Drita	*UFT Chapter Chairperson or Designee	
Melody Jackson	*PA/PTA President or Designated Co-President	
Dina Bohan	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Pearl Thomas	DC 37 Representative, if applicable	
John Hurtado	Student Representative, if applicable	
Umit Serin	SLT Member (Teacher)	
Joanne Switaski	SLT Member (Parent)	
Mairelys Alfau	SLT Member (Parent)	
Sean Kilian	SLT Member (Assistant Principal)	
Sumit Pal	SLT Member (Student)	
Matthew Reid	SLT Member (Teacher)	
Jennifer Lim	SLT Member (Teacher)	
Ivan Valle	SLT Member (Parent)	

Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The mission of Information Technology High School is to provide a student centered environment that will inspire and challenge all of its students to become independent thinkers, problem solvers and life long learners. The faculty, staff and parents of ITHS will work as a collaborative unit to ensure that all children will reach their highest potential. Only by raising expectations will we see growth and achievement.

ITHS is a college preparatory program which infuses technology across the curriculum. Students and faculty are encouraged to use technology in lessons and projects. As the program grows to include Apple and CISCO certification, students will obtain technology based skills that will enable them to create, acquire, communicate and distribute information effectively. ITHS will grow and respond to the continuous advancements and inevitable changes brought about by technology in collaboration with the school community, business partners and institutions of high learning. Students will prepare to attend college, evaluate careers and become life long learners.

ITHS is located in a blue collar working class area of Western Queens. It opened in 2003, housing approximately 1000 students of very diverse cultural backgrounds including:

14% Asian/Pacific Islander	16% African-American/Black
56% Hispanic	12% White
3% Other/American Indian	

The average daily attendance for the year was 83.2%. 70% of students are Title I eligible or economically disadvantaged. Approximately 16% of the students are English Language Learners and 16% have been classified as Special Needs. Some students fall into both categories. The majority of students report their home language as Spanish.

There are more males (60%) than females (40%) attending ITHS. The faculty consists of 65 teachers, 1 principal, 3 assistant principals, 4 guidance counselors, 11 educational paraprofessionals, 5 secretaries, 1 parent coordinator and 8 school aides. Currently, there is no librarian on staff.

Advanced placement courses are available to students in the following areas:

AP Science	AP Spanish	Calculus
AP History	AP English	

Western Queens Consultation Center, an outside agency offering students and their families counseling services and screening for depression and other disorders in houses on site two days a week through a Special Federal Grant in conjunction with OMH (Office of Mental Health).

ITHS boasts several sports teams, many PSAL affiliated including: Coed Fencing; Football; Basketball (boys and girls); Volleyball (boys and girls); Cross Country (boys and girls) and Wrestling.

Recent additions to the staff include an Instrumental Music teacher who is in the process of starting the school's first band and a Science teacher with a doctoral degree in Earth Science/ Geology.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Information Technology High School				
District:	30	DBN #:	30Q502	School BEDS Code #:	343000011502

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input checked="" type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30 – % of days students attended)	2005-06	2006-07	2007-08		
Pre-K	0	0	0		82.8	82.8			
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Mobility:					
Grade 2	0	0	0	(% of Enrollment as of June 30)	2005-06	2006-07	2007-08		
Grade 3	0	0	0		88.6	92.5	93.5		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate:					
Grade 6	0	0	0	(% of Enrollment as of October 31)	2005-06	2006-07	2007-08		
Grade 7	0	0	0		52.3	49.3	56.7		
Grade 8	0	0	0						
Grade 9	290	338	319	Students in Temporary Housing:					
Grade 10	270	251	304	(Total Number as of June 30)	2005-06	2006-07	2007-08		
Grade 11	164	188	149		2	3	1		
Grade 12	0	176	197						
Ungraded Secondary	0	0	5	Recent Immigrants:					
Total	724	953	974	(Total Number as of October 31)	2005-06	2006-07	2007-08		
					29	30	17		
Special Education Enrollment:				Suspensions:					
(October 31)	2005-06	2006-07	2007-08	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2005-06	2006-07	2007-08		
Number in Self-Contained Classes	44	37	46						
No. in Collaborative Team Teaching (CTT) Classes	16	52	42	Principal Suspensions	7	22	41		
Number all others	5	13	11	Superintendent Suspensions	12	20	23		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2005-06	2006-07	2007-08
(October 31)	2005-06	2006-07	2007-08	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	95	87	88	Number of Staff:			
# ELLs with IEPs	1	3	5	(As of October 31; includes all full and part-time staff)	2005-06	2006-07	2007-08
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	39	52	59
				Number of Administrators and Other Professionals	15	8	19
Overage Students:							
(# entering students overage for grade as of October 31)	2005-06	2006-07	2007-08	Number of Educational Paraprofessionals	1	TBD	3
	10	31	33				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2005-06	2006-07	2007-08
(% of Enrollment as of October 31)	2005-06	2006-07	2007-08	% fully licensed & permanently assigned to this school	100.0	100.0	98.3
American Indian or Alaska Native	1.0	0.7	0.5	Percent more than two years teaching in this school	32.5	32.1	50.0
Black or African American	18.6	18.7	16.4	Percent more than five years teaching anywhere	32.5	37.7	46.7
Hispanic or Latino	53.0	54.0	56.4				
Asian or Native Hawaiian/Other Pacific Isl.	14.6	14.7	14.3	Percent Masters Degree or higher	78.0	74.0	75.0
White	12.7	11.9	12.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	79.3	86.2	87.8
Multi-racial							
Male	56.8	60.4	63.2				
Female	43.2	39.6	36.8				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2005-06	<input type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level	
	ELA:			ELA:	IGS
	Math:			Math:	IGS
	Science:			Grad. Rate:	Pending

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students				√	√	-
Ethnicity						
American Indian or Alaska Native				-	-	
Black or African American				√	√	-
Hispanic or Latino				√	√	-
Asian or Native Hawaiian/Other Pacific Islander				√	√	-
White				-	-	
Multiracial						
Other Groups						
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				√	√	
Student groups making AYP in each subject				5	5	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade		Overall Evaluation:	▶
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	▶
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	▶
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	▶
Additional Credit		Quality Statement 5: Monitor and Revise	Δ

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√SH = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding

* = 2006-07 Progress Report Attendance Rate(s). If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Review:

Utilizing ARIS, report cards from the pervious school year, our 2008 quality review progress report, and results from our data inquiry team study we have come to several conclusions. First, we have determined that our student performance on regents exams is on the rise. More students are preparing and sitting for State assessments. The data team study also revealed a decline in student literacy performance as noted on the Scantron assessment series.

Accomplishments

Information Technology High School has kept class size low by focusing funds on direct instruction. Money is used to provide Saturday regents preparation for student from highly qualified teachers. The school will continue to achieve high regents scores by keeping class size low while maximizing teacher usage to provide individualized instruction.

Significant Aids

While the school continues to grow and develop, it will continue to make better progress with its network and the help associated with being part of the empowerment network. The school will also continue to utilize highly qualified staff to achieve high levels of instruction in the classroom. Administrators will continue to analyze data to ensure that building is used to a capacity that is conducive to a successful learning environment as evidenced by data on the State School Report Card.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. Improving the areas of communication with parents, students, and teachers as measured by the school learning environment survey.

2. To improve parent, student and teacher engagement as measured by the Student Learning Environment Survey.

3. To increase the graduation rate as measured on the School Progress Report.

4. To improve % of students accumulating 10 or more credits in year 3 as measured by HSST transcript and School Progress Report

5. To improve the number of students passing the Living Environment with a passing score of 65% or better

6. To improve the Global Studies Regents passing rate.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

1. Parents:

- School is informing parents of achievements and successes
- Teachers are clearly communicating expectations (contracts) (meeting with seniors)
- Informing parents about what child is studying:
Syllabus and contracts
Letters to Parents – positive/phone calls, “Good News” greetings
Tutoring, School Messenger, Posters, Letters to Parents, Website,
ITHS Open School Night, Saturday Meetings, “Meet and Greet the Teachers.”
- Establishing Multi-cultural dinner night, open houses, web training, ESL classes, computer classes for parents
- Principal will attend and share information with parents at SLT, PTA and Cohort meetings
- Teachers will develop course descriptions, grading policies and contracts to parents
- AIS offered by the school will be sent home to parents via School messenger, email, mailings, flyers given at all conferences, postcards
- Create Parent Handbook
- Develop survey for parents

Students:

- Communication with student government and grade level visits to classes.
- Principal and AP’s will communicate to students that there are many staff members available to help with all problems, SPARK, College, SAT, Guidance, Related Service Providers, to make sure students know there is an open door policy
- Teachers are given a clear expectation that the workshop model is to be implemented so that students are given an opportunity to work in groups
- Extended Periods, 45 minutes to allow for group work – Purchase “Smart Science Labs”
- Science Labs Requirements met for NYSED Science requirements
- Math department purchased graphing calculators for students in Math classes.
- Purchase Dinah Zike, “Big Books.”
- Athletic equipment purchased for teams fencing, wrestling, football, track and volleyball
- Purchase tape recorders and headsets for use with ELL students for listening and reading activities and ELA preparation
- Absentee students are called everyday
- Student suspension conference have Guidance Intervention piece including MDR if needed

Teachers:

- Give clear expectations to teachers Aim, Do Now, motivation, evaluation

- Establish an open door policy: administrators and staff
- Systems and procedures will be put into place
- Developing Internal Controls
- Improving/Increasing Observations of Teachers both formally and informally
- Staff development on small group learning
- Increasing hands on activities
- Communicate a clear Mission or Vision Statement in every classroom as a constant reminder to students to learn and be successful
- Create a Staff Handbook
- Observation Guidelines and Expectations distributed to teachers
- Pre-observation conferences and Post observation conferences
- Circular 6R assignments
- Create: Schedules for Teachers and Support Personnel
- Outline Administrative procedures regarding:
class trips, fundraising, staff absences, Substitute lesson plans
are required that can be utilized so that students do not miss
important instructional time (3 each term)
- Institute assignments for teachers, school aides and paras
that allow for hall proctoring, lunchroom, bathrooms during test
times and regents exams
Conduct honest and open communication with all members of
school community
Conduct Pre and Post observation conferences to provide helpful
and meaningful recommendations concerning teaching practices
Do Learning Walkthroughs
Monthly consultation with UFT and teacher members
Teacher committee to rate areas of concern they now have.

2. Parents:

- Create a series of Parental workshops such as the ESL program, Web navigation for Saturday Academy, Open House, Multi-cultural dinner, band presentation, Art Exhibit, grade level meetings for parents, schedule presentations by outside organizers
- Communicate to parents via email and newsletter all of the activities available for the child to participate in
- Schedule meetings to explain College Now Program and Advanced Placement Courses.

Students:

- Create and adopt a student program so that students know that there is at least one person in the building to support social/emotional and academic outcomes
- Make students aware of all support personnel in the school: SAPIS, Guidance Counselors, Related Service Providers, Health Resource Room, Western Queens Consultation Center, College office, Assistant Principals, Deans and Principal
- In class guidance visits
- Schedule individual meetings for students with guidance counselors regarding academic programming, progress and personnel issues 3 times a year

- Increase availability of technology classes and increase rigor of existing programs.
- Develop an Instrumental Music program
- Schedule Blood Drive
- Monthly Themes – “Twin Day”
- Creation of SAT class and offer Princeton Review classes
- Hold Pep Rally
- Hold Holiday Dance

Teachers:

- Teachers will create expectations for students and motivate students to learn through use of technology , art and music
- Teachers will connect content area to life outside the classroom to make it more meaningful for students
- Support teachers through clear expectations of what is expected as to what is proper instructional practice
- Engage teachers and other staff members in the development of goal setting and important instructional decisions
- Provide professional development on using data to inform teaching and improve instruction
- Provide professional development on content and differentiation
- Provide professional development on writing a Quality IEP and Working Effectively with Paraprofessional staff
- Engaging teachers and administrators in partnering with parents to improve instructional practices and meet student learning needs through phone calls, surveys, notes, progress reports etc....

3. Parents:

- Conduct Senior Cohort Meetings for Parents to address specific issues, and concerns

Students:

- Conduct Senior meetings and Assemblies for students
- Guidance Lessons conducted within class setting
- Conduct individualized guidance conferences with counselors to review credits, and regents data and develop a plan of action
- Conduct Regents Preparation Classes
- Contract with Students Regarding Responsibilities and Attendance to AIS
- Provide academic intervention supports including Saturday Academy, PM School Credit Recovery, Tutoring
- Adopt-A-Senior Program

Teachers:

- Place copies of CEP in every department office
- Instituted a College Advisor as a Comp-Time Position to support students
- Schedule College tours to motivate and engage students to pass classes necessary for graduation
- Schedule Senior Activities, Trip, Prom, Barbeque, Awards Evening

4. Students:

- Start a Summer Bridge Program pending budgetary constraints
- Independent Study
- Credit Recovery Program
- Providing an opportunity for students to make up Science Labs on Saturdays and after-school
- Create a Summer School Program to meet content needs of students with an emphasis on eleventh grade

Parents:

- Instituting a school wide and department grading policy as a rubric to insure consistency in the grading process

- Add at least one project assignment to course requirements
- Meet with parents early on (grade 9 & 10) to review graduation requirements and skills needed for college

Teachers:

- Promoting greater engagement in classrooms
- Copies of Course Syllabi
- Meetings to review student progress
- Contracts with students
- PPT Meetings
- Adopt-A-Student
- Increased use of data to make informed instructional decisions

5. Teachers:

- CEP goal
- Review and modify curriculum and make adjustments to meet the needs of students
- Create Common Planning Time for Science teachers
- Increase the number of instructional minutes from 172 to 184 minutes with a built in lab on the 5th day with the same teacher
- Provide professional development in the content both inside and outside the school
- Posting for a Science Coordinator position for the science department to create organizational systems
- Increased use of data to differentiate instruction

Students:

- Schedule regents prep classes utilizing Amsco after school and Saturday
- Purchase – on line “Smart Science” Lab program
- Emphasis on science related vocabulary and identifying what the question is asking
- Homework Assignments will contain 3-5 regents type questions
- Creation of uniform Grading Policy for Science

Parents:

- Regular communication of student progress with parents

6. Teachers:

- Align teacher ability to Regents Courses
- Hire a Social Studies Coordinator to promote student engagement through the study of events using primary and secondary documents
- Establish a common-planning time for social studies
- Schedule professional development on content and differentiate
- Increased use of data to differentiate instruction
- Regents Preparation classes after-school and Saturday
- Establish Word Walls
- Utilize foldables as study and test preparation (Dinah Zike)
- Uniform grading policy for science department
- Align all class test with Regents exams

Students:

- Establish a homework policy of 3 to 5 questions from regents assessing student mastery of topic
- Homework assignments will contain 3-5 regents type questions

Parents:

- Regular communication to parents

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	90				18	6		
10		110	105		20			
11		35		90	27			
12	21			26				

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Wilson Reading, After school extra help, small groups, and one – to – one.
Mathematics:	After school extra help, small groups, and one – to – one.
Science:	After school extra help, small groups, and one – to – one.
Social Studies:	After school extra help, small groups, and one – to – one.
At-risk Services Provided by the Guidance Counselor:	Individual Counseling, one – to – one.
At-risk Services Provided by the School Psychologist:	Individual Counseling, one – to – one.
At-risk Services Provided by the Social Worker:	Individual Counseling, one – to – one.
At-risk Health-related Services:	Individual Counseling, one – to – one.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2008-2009) LAP narrative to this CEP.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Program Description

2008-2009

School District: 30 Q 502

Type of Program: Bilingual ESL Both

School Building: Information Technology HS No. LEP Students Served 2007-2008: 101

Name of Principal: Dr. E. Casella

Principal's Signature _____

2007-08 SCHOOL BUILDING BILINGUAL/ESL PROGRAM DESCRIPTION

(Not to exceed two pages)

I. Instructional Program

- Information Technology High School (ITHS), located in CSD 30, Region 4, opened its doors in September 2003. It is located in a multi-ethnic section of Queens. As of April 15, 2008, the school has a student population of 989 students. There are 109 ESL students in grades 9, 10, 11, 12 representing 11 percent of the student body. These ESL students represent various countries, regions, and languages in the world. 71% of ESL students are of Hispanic heritage. There are 24 ESL students with IEP.
- The parents of ELL’s have adopted the Free Standing ESL program. This program uses ESL instruction to help students achieve academic proficiency in English. The content area components deliver instruction in English using ESL methodologies.
- The Free Standing ESL program was requested by ITHS students’ parents during our parent orientations. The incoming students and their parents learned about this program during the process of high school application. They participated in ITHS open houses, met with the principal, assistant principal, ESL coordinator, and guidance counselor and chose it as a model of instruction.
- Parent orientation is ongoing. Each new ELL family received an orientation during the first two weeks of school. During the general school orientation, parents of incoming and existing ESL students received additional information on the educational models available for their children, as well as an evaluation of the advantages of the Free Standing ESL program.
- ESL services are offered Monday through Friday. Each period is 43 minutes long.
- ITHS is offering the following programs for the ELLs:
 - one Beginning ESL class (13 students)

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- two Intermediate ESL classes (45 students)
- two Advanced ESL class (51 students).
- ESL Beginning classes will receive three periods of ESL per day (540 min/wk); Intermediate ESL classes will meet two periods a day for ESL instruction (360 min/wk); Advanced ESL classes will meet one period a day for ESL (180 min/wk) and one period a day for ELA, as per CR Part 154.
- There are three ESL teachers fully certified in ESL. Teachers teaching ELL's in content areas are also certified.
- For these classes, the language of instruction is English.
- Instructional strategies, based on NYS Learning Standards for ESL, include:
 - technology-based instruction which scaffolds content and facilitates students in the acquisition of academic English (learning in a wireless laptop classroom).
 - adaptations of the workshop model for second-language learning (schema building, vocabulary expansion, contextualization, selection of academic texts and development of academic language, teaching reading for ESL students; multiple academic literacies; cognitive and metacognitive development)
 - cooperative learning and student-centered environment
 - scaffolding techniques (preparing tasks for students, modeling language for text discussion, anticipatory guides, contextualization, schema building, metacognition, text presentation, and supporting students' interactions)
 - individualized instruction for students at different levels of comprehension.

II. Parent/Community Involvement

- During orientation, held on September 16th, 2008, parents of ESL students were given a package containing mandated notifications and information on bilingual/ESL programs available for the ELLs.
- Informational materials are also available in the parent's home language.
- Parents will met the principal, the ESL teachers, and the guidance counselors and exchanged information about program choices
- The ESL coordinator, in collaboration with the principal, PTA president, and the parent coordinator, has set up parent outreach activities and is planning more that include:
 - scheduled meetings with parents of ESL students regarding evaluation of instructional models
 - parent and student workshops in literacy and technology that will take place in the After School Program and/or on Saturdays
 - meetings on educational, community, and health issues, organized by school partners and CBOs.

Local businesses, community organizations, and agencies that are or will become school educational partners will offer services to the ESL students and their families: informative meetings, health services, internship opportunities, and free/low cost classes for parents of ESL students. The school will be available for the school community to use.

III. Project Jump Start

- Since September 2006, we have been having orientation workshops for the 9th grade ESL students and their parents and that will continue throughout 2008-2009. During these orientation workshops, parents see the school, inside and outside, meet with teachers and administrators and receive information about ESL programs. They also have the chance to meet with the members of the student government and with other ESL students in the upper grades.

