



HIGH SCHOOL OF COMPUTERS AND TECHNOLOGY

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 11X275

ADDRESS: 800 EAST GUN HILL ROAD, BRONX, NY, 19467

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 11X275 **SCHOOL NAME:** HS of Computers and Technology

SCHOOL ADDRESS: 800 East Gun Hill Road, Bronx, NY, 10467

SCHOOL TELEPHONE: (718) 696-3930 **FAX:** (718) 696-3950

SCHOOL CONTACT PERSON: David Wills **EMAIL ADDRESS:** DWills2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Barry Neil

PRINCIPAL: Bruce Abramowitz

UFT CHAPTER LEADER: Jeffrey Turner

PARENTS' ASSOCIATION PRESIDENT: Jimmy Isaac

STUDENT REPRESENTATIVE:
(Required for high schools) Stephanie Chavez

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 11 **SSO NAME:** Leadership LSO

SSO NETWORK LEADER: Richard Cintron

SUPERINTENDENT: Doris Unger

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; 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 a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Barry Neil	*Principal or Designee	
Jeffrey Turner	*UFT Chapter Chairperson or Designee	
Jimmy Isaac	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Nancy Feliz	DC 37 Representative, if applicable	
Stephanie Chavez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Stephanie Bangor	Member/ Student	
Belia Owens	Member/ Parent	
Michelle Gotay	Member/ Parent	
Kay McIntosh	Member/ Parent	
Catherine Hernandez	Member/ Parent	
Martin Levine	Member/ UFT	
Joyce Saintelot	Member/ UFT	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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 High School of Computers and Technology is a small school, currently in its sixth year. We are located in the Evander Campus along with five other small schools. Our dedication to our students and commitment to providing excellent education has produced a great deal of success, which we feel can be attributed to three characteristics which collectively set us apart from any other school in the city:

- We are a Career and Technical Education (CTE) school, the first new CTE school to be opened in the city in over 20 years. Primarily, this means that we provide our students with the skills and knowledge in computer repair and technology that will make them competitive in the workforce. More than this, however, technology pervades everything we do in our school; every classroom is equipped with SMART boards and multi-media devices; laptop carts are available for daily use; we provide Quizdom remotes and purchase on-line resources to enhance learning in the classrooms. The workshop model that makes CTE classes so engaging for students is infused into every classroom so that even academic classes are student-led and project-based. The CTE model flavors our entire school and ensures not only that our students learn competitive skills in computer repair but receive the education necessary to succeed in college, a primary concern of our academic program and heavily encouraged by the school as a whole.
- Our status as a small school ensures that students receive the individual attention they require to be successful in high school. Teachers know the names of our students and meet with parents regularly. After-school clubs and tutoring keep many of our students in school hours after the last class has ended. Every staff member – from our teachers to our administrators to our secretaries to our school aids – connects with our students and encourages them to do their best. Our size is the best asset we have to be sure that our students do not fall through the cracks.
- Finally, our school culture is collaborative and empowering, not only for our staff but for our students as well. Grade teams meet on a daily basis to discuss curriculum, assessment and student issues. Teachers are given a great deal of autonomy and are creative with their instruction. Students have many opportunities for leadership as well, from our very active student government to our clubs and sports teams. Our atmosphere encourages self-exploration and allows anyone who wants to, to stand out and be counted.

In this report you will find a lot of the data and specifics that illustrates our story of success, but it is our size, our approach and our culture that make us who we are and which truly sets us apart as a school where students can succeed.

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.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	High School of Computers and Technology						
District:	11	DBN:	11X275	School BEDS Code:	321100011275		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	√	Ungraded
	2		6		10	√	
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		89.2	89.1	88.3
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	0	0	0		96.4	96.8	97.9
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0		68.8	67.8	78.6
Grade 8	0	0	0				
Grade 9	137	173	182	Students in Temporary Housing - Total Number:			
Grade 10	119	118	166	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	66	78	70		0	3	17
Grade 12	0	74	72				
Ungraded	0	1	0	Recent Immigrants - Total Number:			
Total	322	444	490	(As of October 31)	2006-07	2007-08	2008-09
					8	6	5
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	12	17	4	Principal Suspensions	31	47	65
# in Collaborative Team Teaching (CTT) Classes	19	24	35	Superintendent Suspensions	21	6	11
Number all others	9	19	26				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	N/A	N/A	479
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Teachers	17	27	33
# receiving ESL services only	20	29	35				

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	10	7	Number of Administrators and Other Professionals	4	6	7
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	4	11	15	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	17.6	33.3	36.4
				% more than 5 years teaching anywhere	29.4	48.1	54.5
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	71.0	74.0	70.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.9	93.8	92.8
American Indian or Alaska Native	0.9	0.9	0.8				
Black or African American	37.3	39.6	38.6				
Hispanic or Latino	55.0	53.8	56.3				
Asian or Native Hawaiian/Other Pacific Isl.	3.1	3.4	3.3				
White	3.7	2.2	1.0				
Male	76.4	80.0	81.6				
Female	23.6	20.0	18.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		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					-	-	
Other Groups							
Students with Disabilities					-	-	
Limited English Proficient					-	-	
Economically Disadvantaged					√	√	
Student groups making AYP in each subject		0	0	0	4	4	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A	Overall Evaluation:		NR			
Overall Score:	87.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	23.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	43.1						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	10						

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
	NR = No Review Required

* = For 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, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) 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 implications 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?
-

To determine the school's needs assessment, a review was conducted of various qualitative and quantitative data and reports including the School Report Card, the School Progress Report, the Learning Environment Survey, the Quality Review and the results of the Inquiry Team and its Data Tool. After a careful review, the following areas were listed as strengths of the school:

- The school scored high in safety and respect in the Learning Environment survey. Students, parents and teachers feel as though the school is a safe environment and that safety concerns and issues are dealt with immediately. Teachers, parents and students feel respected and treated fairly by the school and its administration.
- Integration of technology into the classroom is a primary focus and strength of the school. Internal studies based on school goals show SMART board use among teachers to be up and many Professional Development periods are used for instructional technology demonstrations. The budget also supports the importance placed on technology as yearly several grants are used entirely in technology acquisition and maintenance.
- A collaborative atmosphere and a teacher-shared vision for the school were cited as strengths in the Quality Review due to the importance the school places on grade teams and the autonomy teachers are given to be creative in their instruction.
- Mathematics and English have strong support and are doing well in Regents completion according to the weighted grades in the school's progress report. The use of math and literacy coaches exemplifies the school's emphasis on success in these fields.

The review of the school's performance data also generated a list of improvements to be made:

- Looking at the available Regents data, it has been clear to the school for some time that scores for the social studies exams – U.S. History and Global Studies – have been lower than the other core exams. When the school began in 2005, U.S. History was taught in the 9th grade and Global History was taught in the sophomore and Junior years. After reviewing Regents trends over the first few years, the school decided to give U.S. History in the 11th grade and put Global History back in the Freshman and Sophomore years. This was a more

typical sequence for New York schools and the students would be better prepared for the more difficult test as juniors rather than as freshmen.

After a two-year phase-out period, this will be the first year that students will be taking the U.S. History Regents exam as juniors. As such, one of our primary curricular focuses will be to support the U.S. History class with the expectation of a significant raise in passing rates for the exam over the years in which it was given to freshmen.

- In response to the Chancellor's push to have all teachers involved in inquiry work, the school had all grade teams begin their own inquiry projects last year. Upon reviewing the data from the teams, it became apparent that, although most teachers had been involved in an inquiry project, a few still did not fit neatly into the grade team structure, namely the special education teachers. These teachers are linked to disciplines more than grades and thus did not contribute heavily to the team-based projects. This was made more distressing by the fact that the special education population is rife with candidates to be subjects for the inquiry studies, yet the teachers who work closest with them were not involved. To truly have 100 percent teacher involvement in Inquiry work, the special education teachers need to be involved in the process.
- At the end of the year, discipline and team leaders came together to discuss the direction of curricula and instruction. During the self-assessment, the absence of grade-wide, cross-curricular projects was noted. The school's vision incorporates hands-on, project-based learning and in the first few years, the school made efforts towards whole-grade cross-curricular projects with varying degrees of success. However, the school's continual growth made it more difficult to organize whole-grade cross-curricular projects and in the last couple of years, they have largely faded away. All involved in the curriculum and instruction meeting agreed that these projects should be pushed and supported again.
- Looking at our own school data, the number of dean referrals for freshmen began to climb last year. Our school had its largest freshmen class ever last year and had to divide the freshmen team into two in order to better manage it. Despite the school's increased efforts to support the freshmen (or perhaps because of it), dean referrals rose last year for freshmen. The majority of the referrals began to reference "talking in class" or "coming in late" as the reason for the referrals. These statements suggested teachers were using the referrals in lieu of some basic behavior modification techniques.

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 2009-10 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 (Improvement, Corrective Action, Restructuring, 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. American History Regents Passing Rates – In the June 2010 regents, the school will raise the average passing rate 10%, from 50% to 60%. With the commencement of U.S. History being taught in the junior year, the school will support the students' preparation for the exam by developing a curriculum for 11th grade English, which will become an American Literature course designed to mirror the pacing schedule and learning objectives of the U.S. History class. This curriculum will be created prior to September in order to be ready for use once the school year begins. In addition, the school will perform a mock Regents for all Juniors in January in order to assess the students' preparedness for the exam with ample time to review the students' strengths and weaknesses and inform instruction.

2. Expanding Inquiry Teams to All Academic Teachers – By November 27th, all teachers will be involved in the work of an inquiry team. The school will expand its efforts from the previous year by creating a special education team in addition to the four grade teams. The team will be expected to meet daily under the guidance of the special education coach. When inquiry work begins in mid-October, all teams, including the special education team, will be expected to devise an inquiry project and finalize the groups by November 27th. Teams will be supported in meetings and through professional development devoted to inquiry work and data tracking.

3. Increase in Interdisciplinary Collaboration and Projects - 100% of the teachers in grades 9, 10, and 11 will collaborate on 2 grade-wide interdisciplinary projects that connect to all 5 major disciplines - English, social studies, math, science and computers, one in the fall term and one in the spring term. Groups will be supported through guidance from literacy, math and special education coaches and through professional development sessions aimed at generating cross-curricular ideas.

4. Reduce the number of dean referrals for the freshmen class - To minimize disruptions to classroom instruction, there will be a 15% decrease in the number of dean referrals from the freshmen team as measured from September 2009 to June 2010 and as compared to the corresponding months of the 2008-2009 school year. In order to support the decrease, at least one professional development period will be dedicated to behavior modification in October. In addition, the dean and the assistant principals will give teachers personalized, case-specific suggestions as situations arise from classroom observations and the frequency of a teacher's referrals.

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 2009-10 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 (Improvement, Corrective Action, Restructuring, 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.

Subject/Area (where relevant): American History

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In the June 2010 regents, the school will raise the average passing rate of the American History exam 10%, from 50% to 60%</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Move American History from 9th grade to 11th grade by the 2009 school year • Perform mock regents exam in January • Create an American Literature curriculum prior to September 2009 that is synced to the pacing calendar of the U.S. History course and that supports the American History Regents • Provide AIS services as necessary
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Create space in budget for per session for the development of the American Literature curriculum over the summer of 2009 • Create time for discipline meetings every Friday by cancelling team meetings for the day in favor of discipline meetings. Coaches and instructional AP will visit the social studies and English meetings to ensure curricula for U.S. History and American Literature are properly supporting each other.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Passing rate of 60% or higher on the American History regents exam as determined by the STARS (formally HSST) Regents Exam Report Summary</p>

Subject/Area (where relevant): **Inquiry Team**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By November 27th, all teachers, i.e. of Math, Science, ELA, Social Studies, ESL. Special Education, and CTE, will be involved in the work of an inquiry team.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Develop inquiry teams for the 9th grade, 10th grade, 11th grade, 12th grade, and Special Education teams by October 2009. • Each team will develop an inquiry project based on the individual needs of each team. Projects will be finalized and target populations identified by November 27th, 2009. • Teams will share their progress throughout the year at various PD sessions • By June, 2009, 100% of teams will post their findings on the CFI Interface
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Various PDs throughout the year will be devoted to inquiry work. Initially, a data collection and data tracking PD will be given in October to begin the inquiry teams. Other PDs will develop as the groups progress. • Some small funds may be diverted to inquiry teams at the teams' request, i.e. for supplies
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>100% of the inquiry teams will post their findings and reflections on the CFI interface.</p>

Subject/Area (where relevant): Project Based Learning

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>100% of the teachers in grades 9, 10, and 11 will collaborate on 2 grade-wide interdisciplinary projects that connect to all 5 major disciplines - English, social studies, math, science and computers, one in the fall term and one in the spring term.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Organize a common prep period for interdisciplinary work • Initially, an interdisciplinary project PD will be given by the end of October. Other PDs will follow as the teams or situation deems necessary. • The coaches and the instructional AP will begin meeting with teams during their common prep period to begin brainstorming with the teams by November 2nd.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • The literacy coach, the math coach, the special education coach and the AP of instruction will provide support to the teams at their daily team meetings • Some small funds will be made available to teams, i.e. to purchase supplies
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • The first interdisciplinary project for each team will be completed in the first semester before December 23rd. • The second interdisciplinary project for each team will be completed in the second semester before April 30th.

Subject/Area (where relevant): School Culture

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Reduce the number of dean referrals from the freshmen team by 15%, from 74 referrals during the 2008-2009 school year to 63 or less during the 2009-2010 school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Create 9th advisory classes to help students acclimate to high school • Plan team building retreat for the incoming freshmen. The retreat will be scheduled for the third week of school, September 23 – 25. • Develop peer mediation program; program should be operating by mid-November • Provide PD to 9th grade team in behavior modification
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Grant monies will be set aside to cover the costs of the team building trip • Per session compensation will be allocated for teachers who stay after school to help with the peer mediation program
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The number of teacher referrals to the deans office will decrease from 74 referrals during the 2008-2009 school year to 63 or less during the 2009-2010 school year</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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 (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

*** Appendices in grey are not required for this school**

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				
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	124	93	76	108	124	6	6	2
10	20	26	51	43	68	5	5	0
11	7	15	11	20	42	7	7	0
12	2	2	9	54	43	0	0	0

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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:	All ninth graders are given the Computer Adaptive Performance Series assessment upon entering our school. This is done early in the school year during regular school hours. The results indicate strengths and weaknesses in Math and ELA. The data is utilized by our Inquiry Teams, who are working with our lowest-level learners in small-group settings. For our upper-classmen, students who have not met minimum passing requirements on the ELA Regents are programmed into Regents Prep classes during the regular school day. Teachers also work in grade teams and provide students with Credit Recovery work as needed. Tutoring (before and after school, as well as on Saturdays) is also offered for any students struggling in their ELA classes.
Mathematics:	All ninth graders are given the Computer Adaptive Performance Series assessment upon entering our school. This is done early in the school year during regular school hours. The results indicate strengths and weaknesses in Math and ELA. The data is utilized by our Inquiry Teams, who are working with our lowest-level learners in small-group settings. For our upper-classmen, students who have not met minimum passing requirements on the Math Regents are programmed into Regents Prep classes during the regular school day. Teachers also work in grade teams and provide students with Credit Recovery work as needed. Tutoring (before and after school, as well as on Saturdays) is also offered for any students struggling in their math classes.
Science:	Ninth graders are given mock Regents exams during the school year. The results (areas of strength and weakness) help teachers target instruction to prepare students for the actual exam. As in Math and ELA, our upper-classmen who have not yet passed the Science Regents are programmed into Regents Prep classes during their regular school day. Teachers also work in grade teams and provide students with Credit Recovery work as needed. In addition, Tutoring (before and after school, as well as on Saturdays) is also offered for any students struggling in their Science classes.
Social Studies:	Tenth and eleventh graders are given mock Regents exams during the school year. The results (areas of weakness) help teachers target instruction to prepare students for the actual exam. As in Math and ELA, our upper-classmen who have not yet passed the Social Studies Regents are programmed into Regents Prep classes during their regular school day. Teachers also work in grade teams and provide students with Credit Recovery work as needed. In addition, Tutoring (before and after school, as well as on Saturdays) is also offered for any students struggling in their Social Studies classes.

At-risk Services Provided by the Guidance Counselor:	<p>All ninth graders take an Advisory class, which is taught by and large by our Guidance Counselors. The class addresses life skills/teen issues, which we believe benefits all students. Our Guidance Counselors perform an annual transcript/academic review with all students. They work with students and teachers to insure that students are making up any missing credits, attending tutoring etc. Guidance Counselors also provide counseling services based on the referrals they receive. It is difficult to put a number on these as the length of service varies from student to student. These services are generally performed before, during or after the regular school day.</p>
At-risk Services Provided by the School Psychologist:	<p>The school psychologist performs all testing and assessment of our IEP students. This is usually done during the regular school day but extends after-hours as needed.</p>
At-risk Services Provided by the Social Worker:	<p>The SBST Social Worker provides the social history reports of our IEP students and performs counseling services as needed. These services are provided during the regular school day. The FECS Social Workers provide counseling services to our general education population. FECS is the C.B.O. located on our campus. Providing they receive parental consent, they administer a survey to all ninth graders to ascertain who is considered at-risk and provide those individuals with counseling services as needed. These services, which are offered both individually or in groups, are generally provided during the regular school day.</p>
At-risk Health-related Services:	<p>We have one Health Para who provides services to one of our ninth graders during the course of the day, and a nurse that provides hearing-impaired services to another.</p>

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 (2009-2010) LAP narrative to this CEP.

The High School of Computers and Technology is a New Visions school in the Evander Childs Campus which offers a rigorous, projects based, interdisciplinary curriculum preparing students for college and for careers in the computer industry. Currently there are 537 students on register; 195 in the 9th grade, 166 in the 10th grade, 105 in the 11th grade and 71 in the 12th grade. For the school year, 2009 – 2010, 65 students have been identified as ELL’s, with the NYSELAT or LAB-R classification as follows: 5 beginners, 35 intermediate and 24 advanced. There is one certified ESL teacher, Ms. Dorothy Sandra Gittens.

Identification Process

Students are identified for ELL services by accessing history reports from ATS and via the home Language Identification Survey. If it is determined the home language is other than English or the student’s native language is other than English then an informal interview is administered in English and the native language. If it is determined that the student speaks a language other than English and speaks little or no English the Language Assessment Battery – Revised (LAB-R) is administered. The result of the LAB-R determines final placement in ELL. Ms. Dorothy Sandra Gittens, a certified ESL teacher, is responsible for administering all phases of the identification process. Once identified as an ELL student they are further evaluated on a yearly basis, each spring, using the New York State English as a Second Language Achievement Test (NYSESLAT) to determine level of services needed or proficiency. During ninth grade orientation parents are advised of the three program choices (Transitional Bilingual, Dual language, ESL) in their native language, as possible. New admits to the school and those who do not attend the orientation are contacted individually to present the options for ELL students. All ELL selections are completed within 10 school days of the admission of the student. Critical to the success of the Identification Process is the completion of the Parent Survey and Program Selection form. Therefore, this form is distributed and completed at the time of admission or during the ninth grade orientation. This ensures that the parent/guardian has complete direction in program selection and that this is done in a timely manner. Entitlement letters are then mailed to the parent/guardian’s home. Should we be unable to have a returned form for a student then ESL would be selected for the student as per CR Part 154. The selection of instructional program (Bilingual or ESL) is done in complete consultation with the parent/guardian of the student. This consultation is done in the parent/guardian’s native language whenever possible. Review of the Parent Survey and Program Selection forms over past few years shows one selection for Bilingual and all remaining selections to be ESL. Following from these requests we offer only ESL services and have helped relocate the one ELL student selecting Bilingual services to another school that offers that program.

Programming and Scheduling Information

The following is a breakdown of the ESL student by grade: 39 in the 9th grade, 12 in the 10th grade, 8 in the 11th grade and 6 in the 12th grade. There are 17 ELL students who are also Special Education. Of the 65 ELL students 12 are SIFE, 16 are newcomers (0-3 yrs), 27 are in the 4 to 6 years of service category and 22 are long-term (7+ yrs). All ELL students are ESL and of those in the 0-3 years of service

category 3 are SIFE and 2 are Special Education; of the 4 – 6 year category 7 are SIFE and 5 are Special Education; and in the 7 + years of service category 1 is SIFE and 10 are Special Education. Transitional Bilingual Education and Dual Language programs are not offered. Within ESL there are 34 9th graders, 10 10th graders, 7 eleventh graders and 5 12th graders, totaling 56 who are Spanish speaking; 2 9th graders are French speakers; 1 9th grader is an Albanian speaker while 2 9th graders, 2 10th graders, 1 11th grader and 1 12th grader speak other languages.

ELL students are serviced using Self-Contained and Push-In models. The students are programmed by using a Heterogeneous model for ESL classes and mainstreamed classes. All ELL students benefit from team teaching provided an English teacher, an ESL teacher and a Special Education teacher where warranted, using the CTT model. All levels of ELL receive 300 minutes of Self-Contained instruction (1 hour each day) and 250 minutes (10 minutes 5 periods each day) of Push-In instruction each week. Advanced students are given additional ELA instruction time with the Push-In instruction. The strategies employed include differentiated instruction based on student's abilities and learning styles, on-going assessments and ESL methodologies. Some instructional approaches used to make the content more comprehensible are chunking, cooperative learning and reading and writing workshops. The read aloud modeling has proved effective; as has student paring and group work using Point of Entry Model. English is used for instruction in all classes.

Scaffolding of instruction in content area classes is a strategy employed to facilitate academic language development. To accommodate the needs of Limited English Proficient students in need of Special Education services, a bilingual certified Special Education teacher articulates with the ESL teacher in planning appropriate instruction. Each year all ELL students are administered the New York State English as a Second Language Achievement Test (NYSELAT) by Dorothy Sandra Gittens, the ESL certified teacher. The results of this testing determine the placement of ELL students for the coming year. On reaching proficiency, ELL's will continue to receive ESL support for 2 additional years through the extension of testing time and continuation of teacher meetings to discuss strategy and progress. The educational program must be considered a success because ALL students are on target to graduate with their cohorts.

Newcomer ELL students (0 – 3 yrs of service) are given ESL Self-Contained classes, Push-In services and afterschool and tutoring services to assist them in their development. Tutoring services are provided on Saturdays and after school at various times during the year. ELA testing is provided to these students at various times of the year and at the end of the year via the NYSESLAT and other standardized tests.

Students who have 4-6 years of ELL service are given ESL Self-Contained classes, Push-In services and afterschool and tutoring services to assist them in their development. Tutoring services are provided on Saturdays and after school at various time of the year. NYSESLAT testing is provided to each of these students at the end of each year.

Students who have 7+ years of service are given ESL Self-Contained classes, Push-In services and afterschool and tutoring services to assist them in their development. Tutoring services are provided on Saturdays and after school at various time of the year. NYSESLAT testing is provided to each of these students at the end of each year.

ELL students with special needs are accommodated according to their IEPs and with the addition of a Special Education teacher to the ESL class.

All ELL students are administered the New York State ELA Regents as soon as they are prepared to attempt the exam.

ELL students are offered after-school tutoring services. In addition, Saturday school and parent meetings are provided as appropriate. Team meetings are constantly evaluating and planning additional support as needed. All ELL students are encouraged to participate in after-school activities along with general education students. To help ELL students in all classes, both ESL and mainstream,

Smart Board technology, the Quizdom hand-held survey system, visual hallway notification systems, bilingual glossaries and dictionaries are employed. All support and services are adjusted to be age and grade appropriate. All new students to the school can attend a Summer Bridge Program. As a CTE school, all ESL students are offered computer language as a foreign language as well as the opportunity to take the New York State Regents for their native language, if it exists.

Professional Development

Four hours each month and 2 full days per year of Professional Development is provided to all staff who are involved with ESL students. ESL staff are encouraged to attend Department of Education provided training to continue their development and techniques for working with students as they progress from grade to grade. During the 2 full days per year of Professional Development and periodically during the 4 hours per month of Professional Development topics related to the support and service of ELL students are presented. These include, but are not limited to, learning styles, presentation techniques, group work, language development and Push-In reading. Attendance records are maintained to ensure all staff receive a minimum of 7.5 hours of ELL training.

Parental Involvement

All parents, including those of ELL students are encouraged to participate in programs, such as School Leadership Team, and training session that the school provides and to be members of the Parent’s Association. To further assist these parents the school partners with the South Bronx Overall Development Organization, Vision Education Media, Verizon and other neighborhood programs. As parents respond to various surveys, the school establishes new programs to address the needs and provides support as long as needed.

Assessment Analysis

The results of the spring 2009 NYSESLAT testing are:

	9	10	11	12	Total
Beginner	4	0	1	0	5
Intermediate	20	7	4	3	34
Advanced	11	4	3	2	20
Proficient	3	4	1	2	10
Total Tested	38	12	9	7	69

The NYSESLAT modality results are:

		9	110	11	12
Listening/Speaking	B	2	0	0	0
	I	4	0	0	0

	A	8	3	1	6
Reading/Writing	B	4	0	0	0
	I	20	7	4	3
	A	9	4	3	2

The results of the 2008 – 2009 Regents exams are listed below (note: all students chose to take the exams in English).

Exam	Number Took Exam	Number Passed Exam
Comprehensive English	22	15
Math A	11	2
Integrated Algebra	30	17
Integrated Geometry	8	3
Earth Science	17	10
Living Environment	19	8
Physics	1	1
Global History and Geography	28	13
US History and Government	13	4
Foreign language	9	9

Review of the Data indicates that the ELL population at the High School of Computers and Technology are progressing toward proficiency at a steady rate. With all students being on track to graduate with their cohort and the additional content area support being provided, the students are receiving the tools they need for success. The data also indicates, as shown by the Reading/Writing section of the ELL tests, that students are in need of additional support in this area. Using this information, as well as, data from classroom assessment, it has been determined that the ELL students need more exposure to reading. As a result, the school has instituted a 10 minute mandatory reading time during each class of the day. This Push-In time will provide greater exposure and experience for the ELL student. The Faculty receives Professional Development from Dorothy Sandra Gittens, the certified ESL teacher, about how to best support the ESL students during this reading period of each class. All 9th graders are tested during the first month of the school year and class programs are adjusted to provide greater support. Team meetings, held daily, review this data on a student by student basis to address further the individual needs of the ELL student.

Overall, it must be said that the current support of ELL students at the High School of Computers and Technology has proven successful to the current population. It will be important that the school remain diligent in reviewing the needs of current and future students and be responsive to any future changes in population or services required.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9-12 **Number of Students to be Served:** 65 **LEP** 0 **Non-LEP**

Number of Teachers 1 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The following is a breakdown of the ESL student by grade: 39 in the 9th grade, 12 in the 10th grade, 8 in the 11th grade and 6 in the 12th grade. There are 17 ELL students who are also Special Education. Of the 65 ELL students 12 are SIFE, 16 are newcomers (0-3 yrs), 27 are in the 4 to 6 years of service category and 22 are long-term (7+ yrs). All ELL students are ESL and of those in the 0-3 years of service category 3 are SIFE and 2 are Special Education; of the 4 – 6 year category 7 are SIFE and 5 are Special Education; and in the 7 + years of service category 1 is SIFE and 10 are Special Education. Transitional Bilingual Education and Dual Language programs are not offered. Within ESL there are 34 9th graders, 10 10th graders, 7 eleventh graders and 5 12th graders, totaling 56 who are Spanish speaking; 2 9th graders are French speakers; 1 9th grader is an Albanian speaker while 2 9th graders, 2 10th graders, 1 11th grader and 1 12th grader speak other languages.

ELL students are serviced using Self-Contained and Push-In models. The students are programmed by using a Heterogeneous model for ESL classes and mainstreamed classes. All ELL students benefit from team teaching provided an English teacher, an ESL teacher and a Special Education teacher where warranted, using the CTT model. All levels of ELL receive 300 minutes of Self-Contained instruction (1 hour each day) and 250 minutes (10 minutes 5 periods each day) of Push-In instruction each week. Advanced students are given additional

ELA instruction time with the Push-In instruction. The strategies employed include differentiated instruction based on student's abilities and learning styles, on-going assessments and ESL methodologies. Some instructional approaches used to make the content more comprehensible are chunking, cooperative learning and reading and writing workshops. The read aloud modeling has proved effective; as has student paring and group work using Point of Entry Model. English is used for instruction in all classes.

Scaffolding of instruction in content area classes is a strategy employed to facilitate academic language development. To accommodate the needs of Limited English Proficient students in need of Special Education services, a bilingual certified Special Education teacher articulates with the ESL teacher in planning appropriate instruction. Each year all ELL students are administered the New York State English as a Second Language Achievement Test (NYSELAT) by Dorothy Sandra Gittens, the ESL certified teacher. The results of this testing determine the placement of ELL students for the coming year. On reaching proficiency, ELL's will continue to receive ESL support for 2 additional years through the extension of testing time and continuation of teacher meetings to discuss strategy and progress. The educational program must be considered a success because ALL students are on target to graduate with their cohorts.

Newcomer ELL students (0 – 3 yrs of service) are given ESL Self-Contained classes, Push-In services and afterschool and tutoring services to assist them in their development. Tutoring services are provided on Saturdays and after school at various times during the year. ELA testing is provided to these students at various times of the year and at the end of the year via the NYSESLAT and other standardized tests.

Students who have 4-6 years of ELL service are given ESL Self-Contained classes, Push-In services and afterschool and tutoring services to assist them in their development. Tutoring services are provided on Saturdays and after school at various time of the year. NYSESLAT testing is provided to each of these students at the end of each year.

Students who have 7+ years of service are given ESL Self-Contained classes, Push-In services and afterschool and tutoring services to assist them in their development. Tutoring services are provided on Saturdays and after school at various time of the year. NYSESLAT testing is provided to each of these students at the end of each year.

ELL students with special needs are accommodated according to their IEPs and with the addition of a Special Education teacher to the ESL class.

All ELL students are administered the New York State ELA Regents as soon as they are prepared to attempt the exam.

ELL students are offered after-school tutoring services. In addition, Saturday school and parent meetings are provided as appropriate. Team meetings are constantly evaluating and planning additional support as needed. All ELL students are encouraged to participate in after-school activities along with general education students. To help ELL students in all classes, both ESL and mainstream, Smart Board technology, the Quizdom hand-held survey system, visual hallway notification systems, bilingual glossaries and dictionaries are employed. All support and services are adjusted to be age and grade appropriate. All new students to the school can attend a Summer Bridge Program. As a CTE school, all ESL students are offered computer language as a foreign language as well as the opportunity to take the New York State Regents for their native language, if it exists.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Four hours each month and 2 full days per year of Professional Development is provided to all staff who are involved with ESL students. ESL staff are encouraged to attend Department of Education provided training to continue their development and techniques for

working with students as they progress from grade to grade. During the 2 full days per year of Professional Development and periodically during the 4 hours per month of Professional Development topics related to the support and service of ELL students are presented. These include, but are not limited to, learning styles, presentation techniques, group work, language development and Push-In reading. Attendance records are maintained to ensure all staff receive a minimum of 7.5 hours of ELL training.

Form TIII – A (1)(b)

School: High School of Computers and Technology **BEDS Code:** 321100011275

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$8,980.00	180 hours Teacher Per session for after school and Saturday support
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	\$1,500.00	OTPS Non-contracted Services (PD)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$4,520.00	OTPS supplies
Educational Software (Object Code 199)	\$00.00	(Example: 2 Rosetta Stone language development software packages for after school program)

Travel	\$00.00	
Other	\$00.00	
TOTAL	\$15,000.00	

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9–12 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District type here	School HS of Computers and Technology
Principal Bruce Abramowitz	Assistant Principal Barry Neil
Coach Rachel Durfee	Coach Patricia Jackson–McCollough
ESL Teacher Dorothy Sandra Gittens	Guidance Counselor Dorothy Madison/Alan Rosen
Teacher/Subject Area type here	Parent Jimmy Isaac
Teacher/Subject Area type here	Parent Coordinator Heather Francis
Related Service Provider type here	SAF Richard Cintron
Network Leader Richard Cintron	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	537	Total Number of ELLs	65	ELLs as Share of Total Student Population (%)	12.10%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0
Freestanding ESL					
Self-Contained	39	12	8	6	65
Push-In/Pull-Out	0	0	0	0	0
Total	39	12	8	6	65

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	65	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	17
SIFE	12	ELLs receiving service 4-6 years	27	Long-Term (completed 6 years)	22

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	16	3	2	27	7	5	22	1	10	65
Total	16	3	2	27	7	5	22	1	10	65

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	0	0	0	0	0
Chinese	0	0	0	0	0
Russian	0	0	0	0	0
Bengali	0	0	0	0	0

Urdu	0	0	0	0	0
Arabic	0	0	0	0	0
Haitian Creole	0	0	0	0	0
French	0	0	0	0	0
Korean	0	0	0	0	0
Punjabi	0	0	0	0	0
Polish	0	0	0	0	0
Albanian	0	0	0	0	0
Yiddish	0	0	0	0	0
Other	0	0	0	0	0
TOTAL	0	0	0	0	0

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian Creole	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number)	
African-American: <u>0</u>	Asian: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>
	Hispanic/Latino: <u>0</u>
	Other: <u>0</u>

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	34	10	7	5	56
Chinese	0	0	0	0	0
Russian	0	0	0	0	0
Bengali	0	0	0	0	0
Urdu	0	0	0	0	0
Arabic	0	0	0	0	0
Haitian Creole	0	0	0	0	0
French	2	0	0	0	2
Korean	0	0	0	0	0
Punjabi	0	0	0	0	0
Polish	0	0	0	0	0
Albanian	1	0	0	0	1
Other	2	2	1	1	6

Programming and Scheduling Information					
TOTAL	39	12	8	6	65

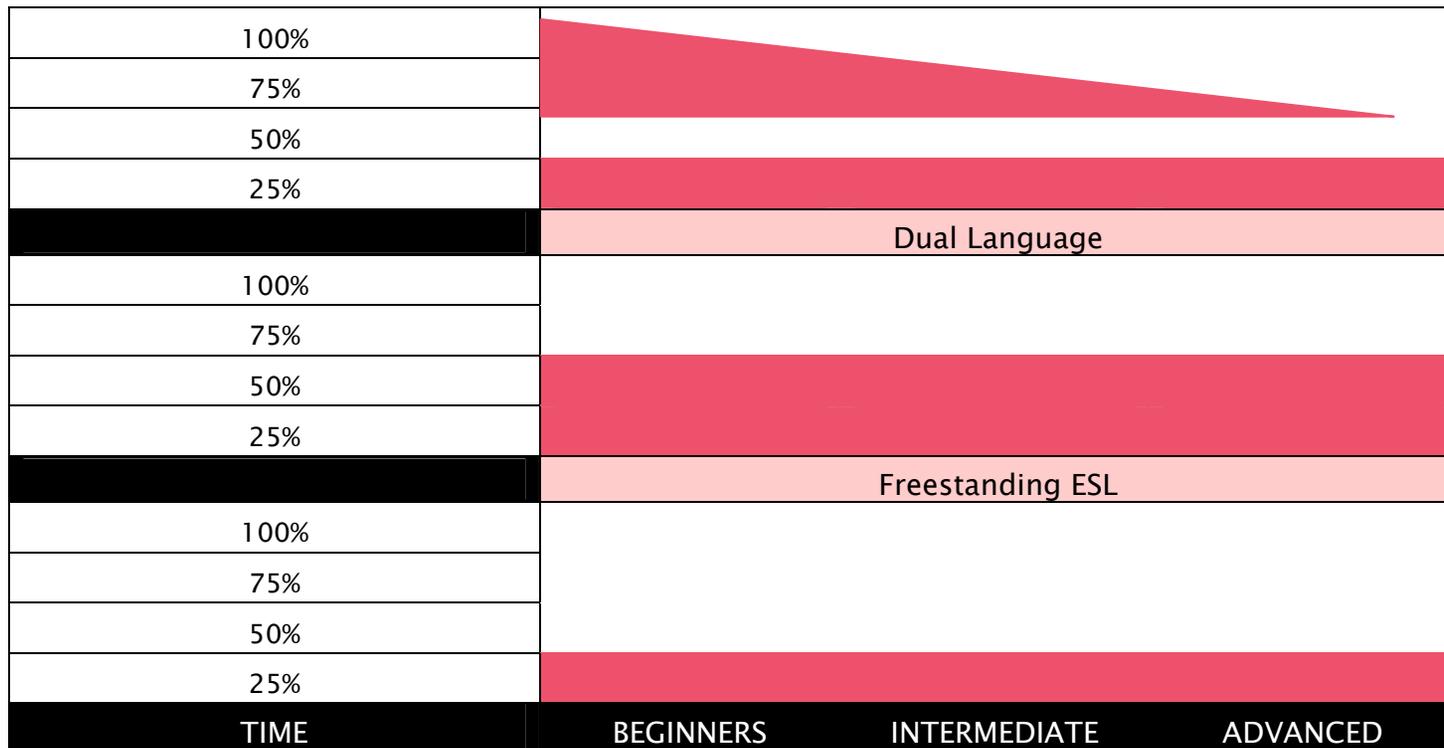
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
--------------------------	------------



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

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

SCHOOLS WITH Dual Language Programs

3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. **OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)**

	9	10	11	12	TOTAL
Beginner(B)	4	0	1	0	5
Intermediate(I)	20	7	4	3	34
Advanced (A)	11	4	3	2	20
Total Tested	35	11	8	5	59

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	2	0	0	0
	I	4	0	0	0
	A	8	3	1	6
READING/WRITING	B	4	0	1	0
	I	20	7	4	3
	A	9	4	3	2

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	22	0	15	0
Math A	11	0	2	0
Math B	0	0	0	0
Integrated Algebra	30	0	17	0
Integrated Geometry	8	0	3	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	17	0	10	0
Living Environment	19	0	8	0
Physics	1	0	1	0
Global History and Geography	28	0	13	0
US History and Government	13	0	4	0
Foreign Language	9	0	9	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0
Other				
Other				

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	0.00%	0.00%
Chinese Reading Test	0.00%	0.00%

B. After reviewing and analyzing the assessment data, answer the following

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Barry Neil	Assistant Principal		
Heather Francis	Parent Coordinator		
Dorothy Sandra Gittens	ESL Teacher		
Jimmy Isaac	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Rachel Durfee	Coach		
Patricia Jackson- McCollough	Coach		
Dorothy Madison – Alan Rosen	Guidance Counselor		
Richard Cintron	School Achievement Facilitator		
Richard Cintron	Network Leader		
	Other		
	Other		

Signatures

School Principal _____ Date _____

Community Superintendent _____ Date _____

Reviewed by ELL Compliance and Performance
Specialist _____ Date _____



APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
Using the bio file, Blue emergency contact cards, ATS reports, and home language surveys along with staff observations we evaluate our needs to ensure all parents can communicate with all staff.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
Upon evaluating the language needs of parents and guardians it was determined that over 70% of families spoke, read, and wrote English fluently. The remaining families all spoke Spanish. No other languages were spoken at homes.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
All prepared documents are translated into Spanish prior to being published, mailed, or back packed home. We have four staff members employed full time that handle all interpretation needs.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
All parent and/or guardians are greeted by our Parent Coordinator who immediately determines their language needs. When translation services are needed we have four staff members employed full time that handle all interpretation needs.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

- a. All parents/guardians are provided with a copy of the “Bill of Parents Rights and Responsibilities”, which includes their rights regarding translation and interpretation services, at the beginning of each year and when new students are admitted during the year.
- b. Signs are posted at the entrance to our main office, in English and Spanish, indicating the availability of translated and interpretation services available and who to see if services are not immediately provided.
- c. Our safety plan is integrated into the Evander Childs Campus plan and ensures the all parents can gain access to the appropriate school offices.
- d. We constantly monitor the home languages of new students and if a family needs translation of a language other than Spanish we will immediately provide services through the DOE’s translation and interpretation unit.
- e. When necessary and applicable we provide parents with the DOE’s website to review their rights to translation and interpretation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$318,341	\$259,125	\$577,466
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,183		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$2,591	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,917		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$12,955	
6. Enter the anticipated 10% set-aside for Professional Development:	\$31,834		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$25,912	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

High School of Computers and Technology

800 East Gun Hill Road Bronx, NY 10467 Bruce Abramowitz, Principal
Phone (718) 696-3930 Fax (718) 696-3950

Parental Involvement Strategy Policy

I. Statement of Purpose

Computers & Technology is committed to the goal of providing the highest quality education to prepare our students for academic, emotional, and social success. We want to establish a strong commitment to partnerships with parents and with the community. Everyone gains if schools and homes work together to promote high achievement for our children. Neither home nor school can do the job alone. Parents play an extremely important role as the child's first teacher. Parental Involvement with their child and school is critical to a student's success every step along the way. Progress reports as well as six report cards will be provided to parents to help keep them informed of their child's academic progress. We recognize that some students may need the extra assistance available through the Title I Program, as well as other programs to reach grade level success. High School of Computers & Technology intends to include parents in all aspects of the Title I Program. The goal is school home partnerships that will help all students in our school succeed.

II. Parental Involvement in Developing the Policy

Parents, Members of the Community, and School Staff will meet to discuss the implementation of the Parental Involvement Policy. High School of Computers & Technology will actively recruit participation through various avenues of publicity, such as school newsletter, teacher input, and other parent recommendations. Our Parent Advisory Committee will be chosen from parent volunteers

III. Annual Meetings for Title I Parents

Computers & Technology High School will hold meetings for parents during each school year. Parents will be informed of new Title I guidelines and the variations from the previous year's program. Copies of the campus current Parent Involvement Policy will be distributed. Parents will be encouraged to become involved in the revising and updating the policy as deemed necessary. We will use the results of the evaluation of parent surveys in determining strategies for school improvement in revising the parental involvement policy at the campus level. The meetings will be held at convenient times and locations as agreed upon by all concerned parties. Translation for Spanish speaking parents will be made available. Participation will be encouraged through other methods, such as news letter articles, reminder notes, and phone calls from parent volunteers.

IV. School - Parent Compacts

In accordance with Title I regulations, each school must develop a parent student compact with the parents of students participating in the program. The compact will enable the school and parents to share the responsibility for student performance and success. The compact will explain how students, parents, and staff will share the responsibility for promoting student achievement. Members of the school's Campus Improvement Council will be consulted in the design and implementation of the compact. All parents will be given a copy of the compact detailing the responsibilities that teachers, parents, and students have in helping students accomplish their goals. Student's goals will vary per grade level.

Parents, Teachers, Administrators, & Students will sign the compact. Parents will be encouraged to discuss the contents of the compact with their child.

V. Types of Parent Involvement

Parent Involvement Activities will be fully integrated into the School's Improvement Plan process for academic accountability.

Elements of this plan will include:

1. Regular Communication with Parents: In order to build consistent and effective communication between the home and the school, regular communication will include:
 - School Newsletters
 - Parent and Student Handbook
 - Special Event/Reminder Notices
 - Progress Report/Report Cards
 - Parent Teacher Conferences
 - PTA Meetings
 - School Calendar
 - School Website
 - Automated Call System
2. Parent Participation opportunities: These are opportunities to help parents support their children's academic efforts and social development. They provide parents with techniques and strategies they may utilize to improve their children's academic success and assist with learning at home. Some of these activities may include:
 - Open House
 - Athletic events
 - Workshops
 - Homework Tips for Parents
 - Child Health

IV Matching Programs to the Needs of Our Community

The community will be consulted in the design and implementation of the Title I Program. Parent and student needs will be assessed through questionnaires and parental suggestions targeted at creating a successful school environment. Our school will welcome and promote parental involvement suggestions from parent volunteers on the Parent Advisory Committee. The Teacher Parent Involvement Team will generate ideas to involve parents in the success of our students. Parent Workshops and programs will be tailored to meet the unique student and parent needs of our stakeholders and the community. Parents will be informed of involvement activities through the school newsletter and reminder notices. Parents may call our local school office at any time to express an interest in a particular sort of workshop or to make a suggestion.

IV Staff/Parent Communication

Parents are welcomed through various avenues of communication throughout the school year. They may utilize the following to establish and maintain an open line of communication.

- Conferences (Call in advance to request a translator)
- Personal Contacts
- Written Notices (Written in English & Spanish)
- Positive phone calls
- All staff will be trained in positive communication activities as well as effective ways to work with parents and community members.

VIII. Evaluation

Parents will be asked to give input about the effectiveness of the Title 1 Parental Involvement Program and offer suggestions for improvement.

The evaluation procedure will include assessment of successes in the Parent Involvement Policy as well as recommendations for improvement in emergent areas. Our school will conduct an ongoing assessment of parent involvement initiatives. These assessment opportunities will allow the school to evaluate the effectiveness of parent involvement initiatives and the level of responsiveness to parents' concerns. Examples of assessment opportunities that would be appropriate are:

- Responses to the annual parent surveys.
- Increase in the number of parents involved in school activities.
- Attendance at parent teacher conferences.
- Professional development for staff regarding how to work effectively with parents and develop parent involvement strategies. Full realization of the partnership will be achieved through the ongoing commitment and active participation by home and school.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with

students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

SCHOOL - PARENT COMPACT

School Name: **HIGH SCHOOL OF COMPUTERS & TECHNOLOGY**

The school and parents working cooperatively provide for the successful education of the children agree:

THE SCHOOL AGREES	THE PARENT/GUARDIAN AGREES
<p>To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>To offer a flexible number of meetings at various times, if necessary, and funds if available, to provide transportation, childcare or home visits for those parents who cannot attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about <u>all</u> programs.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p> <p>To provide high quality curriculum and instruction.</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> • Parent-teacher conferences at least annually • Frequent reports to parents on their children's progress • Reasonable access to staff • Opportunities to volunteer and participate in their child's class • Observation of classroom activities <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies.</p>	<p>To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.</p> <p>To participate in or request technical assistance training that the local education authority or school offers on child rearing practices, teaching, and learning strategies.</p> <p>To work with his/his child/children on schoolwork read for 25 to 30 minutes per day and listen for 15-30 minutes per day.</p> <p>To monitor his/her child/Children's:</p> <ul style="list-style-type: none"> • Attendance at school • Homework • Behavior <p>To share the responsibility for improved student achievement.</p> <p>To communicate with his/her child/children's teachers about their educational needs.</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</p>

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

Signature of Principal/Teacher

Date

Signature of Parent/Guardian

Date

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

The school's needs assessment can be found on pages 9 and 10. It describes the school's need to address issues such as passing percentages for each grade, student engagement, academic expectations and attendance.

2. School wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

The High School of Computers and Technology has embraced the small school reforms as described by New Visions and other partners in the small school movement. The reforms emphasize a small school's ability to reach every student so that all students can meet proficient and advanced levels of school academic achievement. As opposed to larger schools in which an individual student may "fall through the cracks," Computers and Technology is designed for more individual attention to the students, especially through its commitment to support collaborative grade teams of teachers that meet every day to discuss students issues and recovery strategies. Furthermore, the amount of learning time is extended through hour-long periods, after-school tutoring, summer school and summer

Regents tutoring and the quality is addressed through student-centered classrooms that are project-based and use the workshop model. These and other successes are addressed in the needs assessment on page 9 and contribute to the previous year's 89.4% graduation rate.

3. Instruction by highly qualified staff.

The school has been diligent in hiring only teachers that are highly qualified. The school ensures this by attending a wide range of hiring fairs and tapping highly qualified pools of candidates such as the ISC, the New York Fellows program, Teach for America, and Columbia's Peace Corps Fellows program. In addition, current staff members are enriched through workshops and weekly professional development.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

The school uses its LSO to help receive and learn of new or innovative professional development opportunities for all staff. In addition, the school holds its own weekly professional development hour-long period that addresses such needs as curriculum, student engagement, infusion of technology into the classroom, and Special Education and ELL policies and strategies. These workshops may make use of outside professionals or of in-house teacher expertise. In addition, the principal receives high-quality development through multiple mentors in the first few years and more recently through guidance from the school's LSO.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

As a new school, we are not designated as SURR, SINI or SRAP, but we are in a high needs area. Therefore, we recruit teachers from reputable pools of diverse, highly-qualified candidates such as the New York City Teaching Fellows, Columbia's Peace Corps Fellows program, Teach for America and the ISC to ensure we have high-quality teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

We employ a full-time parent coordinator who conducts after-school workshops for parents and is active in parent outreach and the Parent/Teacher Association. In addition, the school always endeavors to create a warm, friendly environment for parents and community members. We station the Parent Coordinator at the entrance to greet all parents as they arrive and have an open classroom policy for anyone wishing to know our school better. Finally, parents are often called in to discuss their students' progress during grade team meetings and counseling sessions.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
The principal uses a collaborative approach widely seen in daily grade team meetings, teacher-led inquiry teams and peer-taught professional development. Leadership opportunities are plenty in the school for any teacher wishing to be more active in the direction of the school, from grade-team leaders to department leaders to inquiry team liaisons. In addition, the principal approaches the SLT, grade teams and curriculum meetings as a facilitator rather than director.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
Many of our intervention strategies are outlined in Addendum One (AIS services) on pages 17-19, though some of our more prominent timely intervention strategies include administering the Scantron progressive test to all ninth-graders in first month of school, prior to programming when possible but if not then first few weeks of school. Teacher observation of student needs within first few weeks of school is critical and they are given the previous year's scholarship reports on students to aid in their assessment of the students' abilities and needs. Finally, guidance referrals are instrumental in addressing early signs of a student struggling to keep proficient in targeted skills.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
Our School-Based Support Team meets regularly to coordinate and communicate with programs such as FECS and Montifiore, a collaboration that addresses the students psychological and medical needs, respectively. In addition, the school employs a full-time IEP coordinator to make sure the needs of Special Education students are being met and that services are being provided. Finally, the ESL coordinator takes care of the testing and placement issues for all ELL students and works with teachers on modifying instruction to target ELL specific needs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school organized an ELA curriculum team to examine whether our English language art curriculum meets the standards of a fully aligned curriculum: a) multi resourced b) based on a clear pacing calendar, c) in possession of fully articulated expectations for the student level of cognitive demand and d) defined roles of teacher responsibility in meeting student needs and delivering a balanced literacy curriculum that rigorously support the seven essential areas of reading and the five essential areas of writing at the appropriate grade and levels of cognitive depth.

- Principal
- Assistant Principal of Instruction
- Assistant principal of Guidance and PPS
- Literacy Coach
- Lead teachers

The process our ELA curriculum team engaged in to find whether the states finding were relevant to our learning community included a thorough analysis of our:

- Classroom observations
- Student work
- Teacher interviews
- Student interviews
- Review of written curricula

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Written Curriculum

During last years analysis our written curricula showed clear gaps in the categories of both content and skill. Six out of nine of our English teachers had developed curricula that was on an emerging or skeletal levels lacking in areas of sustainable instructional skill sets especially in the areas of speaking, listening and viewing, insufficient use of multi-media sources and, the inclusion of public and functional documents (NYC standards E3, E6, E7). While student work and individual lessons were often meeting or exceeding our expectations of literacy competencies and rigorous instruction, our actual documentation existed at an emerging level horizontally and vertically.

This year we developed, and now use, curriculum maps to guide content and provide opportunities for interdisciplinary projects that incorporate public speaking, listening, and analysis of both visual and written texts. In addition professional development has encouraged our staff to utilize technologies that allow teachers to access and share multi-media classroom resources with their students.

Curriculum Maps

Last year our curriculum maps were at an emerging level with indications of strong thematic content and enduring essential questions but had been crafted with incomplete or broad content material, non-varied performance indicators, and only emerging topical outlines of the rigorous, sustainable skill sets.

Now completed and fairly specific, our curriculum maps are utilized by all departments enabling us share content information readily and efficiently and collaborate on the common skills and habits of work we want our students to engage in and sustain.

ELA Materials

Previously our ELA materials existed at emerging, meeting, and exceeding level. We had found that fifty to sixty percent of our English teachers opted for "safer," more traditional texts that did not consistently meet the needs of all our learners. Our inquiry had revealed findings that our materials/resources did not necessarily meet the NYC guidelines for utilizing culturally relevant books, articles and documents, though in many cases teachers had gone out of their way to acquire material that did meet or exceed the standards.

Our current resources have more than doubled since last year. Our learners now have access to a wide variety of texts. A solid collection of newly ordered class set novels and primary source materials incorporated into our curricula allows for a multiplicity of content materials and opportunity for in depth, multi-genre student writing. We have also implemented a sustained silent reading program for the first ten to twenty minutes of each class. Students utilize our new, small library servicing almost four hundred students, equipped with Follett and Destiny software/hardware, and created solely for our students.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Written Curriculum

Though since organized, revised, and expanded in terms of both content and skills sets, decided on by teacher collaboration, our increasingly aligned written curriculum needs to become multidimensional, embracing a humanities approach when ever possible. This effort will entail incorporating art, philosophy, and other culturally relevant artifacts, movements, and themes in history and English concurrent with the time period in both curricula. And, as always, in a continuing effort to enforce rigor and training for college bound students certain study methods, organizational skills, and metacognitive habits of mind need to be fully integrated into all written programs of study, in all disciplines, as we continue to strengthen the next level of our written curriculum.

Curriculum Maps

Having developed curriculum maps that detail content, skill, essential questions and differentiated material ona developing level a vital question for our instructional team becomes: How can we use these curriculum maps to bring the disciplines together whenever possible, and how do we facilitate the time and organization needed to do it?

By devoting time during our professional development sessions and daily team meetings it will be possible to collaborate on interdisciplinary projects, share best practices and generate scaffolding for possible alternate assessments (i.e. portfolios and oral presentations given by students defending a body of their work.)

ELA Materials

To create sustainable, rigorous, consistent and balanced curricula we will continue our efforts in collaboration, data inquiry, teacher interviews, and classroom observations. When listing all these ways to track the growth of a written curriculum that is balanced, engaging, and rigorous it seems we should also be tracking the opinions and perceptions of the students as well, through surveys and interviews. We look hopefully towards developing a method for incorporating valid student observations and suggestions into our taught curricula.

Our library, while now invaluable resource for our sustained silent reading program needs expanded teacher resources a more diverse selection of materials and multimedia resources for both students and teachers

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to

mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

To address the Key Finding 1B: Curriculum Alignment for the 2008 – 2009 school year. This was our second year using the Pearson's Prentice Hall Integrated Algebra curriculum. This core curriculum was highly recommend and implemented citywide because of its alignment to the state standards at the commencement level for mathematics at grade 9. The core curriculum was revised in 2005 and replaces the Math A curriculum, which was implemented citywide in September of 1998 and aligned to seven Key Performance indicators.

This was also our second year of transitioning into a new course, a new set of State Standards and a new Regents Examination as we began to phase out Math B and replace it with Geometry. A citywide core curriculum for this course of study was not mandated however, there were three recommended curricula: McDougal Littell Geometry New York, Prentice Hall Geometry New York and Discovering Geometry: An Investigative Approach 4th Edition, Key Curriculum Press. We choose to use the McDougal Littell Geometry curriculum for its alignment to state standards, scripted lesson plans, a pacing guide that address performance indicators for the content presented, technology integration and its wealth of ancillary materials targeting various learning levels. We also choose Discovering Geometry: An Investigative Approach 4th Edition, Key Curriculum Press for its inquiry based and hands on approach to learning. The Geometry Regents is not mandated as one of the five required Regents exams needed to fulfill the graduation requirement for mathematics.

Our focus for the 2008 – 2009 school year would be to increase our passing rate of 43.8% on the Integrated Algebra Regents to at least 50%. With the core curriculum for the Integrated Algebra aligned to state standards, our passing rate for the June 2008 Regents Examination was low for the reason that the curriculum was not rigorous enough to adequately prepare our students. In addition to the assessment instruments: Scantron Performance Series and Acuity Predictive Assessments, , which continues to be used to support the core curriculum, we have implemented the use of trends analysis, curriculum mapping and increased usage and development of calculator proficiency skill(s) needed for students to answers open-ended questions found on parts II, III, and IV of the Regents exam. Each of the data collection and instructional supports are discussed below.

Trends Analysis:

With the roll out of 3 Integrated Algebra Regents exams and a test sampler, trends analysis was extremely important in analyzing the curriculum for the purposes of determining the frequency of performance indicator (standard) tested, if the curriculum excluded any performance indicator (standards) tested and to determine which performance indicators(standards) had not be tested.

Curriculum Maps:

Curriculum maps for each discipline where created as an integral part of addressing and aligning performance standards to lesson planning. Although a curriculum map can be thought of, as a road map through teaching and learning students must be made aware of the performance standards (indicators) they are expected to master in each topic.

Calculator Proficiency and Skill Development:

Students' use of calculators is critical to passing and achieving higher score on Regents' exam in Mathematics and Science. Research findings by Texas Instruments states that" *increased use of graphing calculators during instruction result in higher test scores and more frequent use during instruction, the higher their end –of-course test scores.*"

Several of our Professional Development meetings were devoted to discussions regarding increased use of calculators during instruction and the development of calculator proficiency for the purpose of achieving higher scores on open-ended questions found on parts II, III and IV of the Integrated Algebra Regent exam.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

At the time that the SEC collected its data and presented its findings on curriculum alignment to state standards, the Math A course was replaced by Integrated Algebra as the mathematics course taught at grade 9.

Our goal is to increase the Integrated Algebra passing score for ninth graders to at least 50% using the core curriculum with additional supports.

For the June 2008 administration of the Integrated Algebra Regents of the 137 students that sat for the examination, 60 students passed with a 65 and above and our average passing rate reported was 43.80% (see chart below).

Regents Report Summary for Integrated Algebra June 2008 (65 and above) 9 th Graders								
Taking			Passing			% Passing		
Total	Females	Males	Total	Females	Males	Total	Females	Males
137	16	121	60	10	50	43.80%	7.30%	36.50%

For the June 2009 administration of the Integrated Algebra Regents of the 113 students that sat for the examination, 51 students passed with a 65 and above and our average passing rate reported was 45.1%. For this administration, there were 24 less students taking this examination as compared to last June's report.

Regents Report Summary for Integrated Algebra June 2009 (65 and above) 9 th Graders								
Taking			Passing			% Passing		
Total	Females	Males	Total	Females	Males	Total	Females	Males
113	20	93	51	9	42	45.1%	8.0%	37.17%

For the August 2009 administration of the Integrated Algebra Regents of the 40 students that sat for the examination, 24 students passed with a 65 and above and our average passing rate reported was 60%. For this administration, 37 ninth graders sat for a second time and of those students 23 passed with a 65 and above. Our average passing rate for students that sat for a second administration was 62.16%.

Regents Report Summary for Integrated Algebra August 2009 (65 and above) 9 th Graders								
Taking			Passing			% Passing		
Total	Females	Males	Total	Females	Males	Total	Females	Males
40	7	33	24	5	19	60%	12.5%	47.5%

Although we did not reach our goal in the June 2008 administration of the Integrated Algebra exam, significant gains were made in the August 2008 administration. With increased numbers of students passing the Integrated Algebra Regents, approximately thirty eight ninth grade students would be programmed for a third term of the course. The number of students needing to repeat the course for the 2008 – 2009 school year is significantly lower as compared to the 2007- 2008 school years with approximately seventy ninth grade students still needing to pass the Integrated Algebra Regents.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The initiatives as described in part 1B1, were put into place to increase the passing rate of ninth grade students taking the Integrated Algebra Regents. As a department, we have made incremental gains using the core curriculum in conjunction with those initiative described in part 1B1, however individual we must all begin to increase the use of data tools to adjust our instruction. The Math coach in collaboration with the Math teachers will begin to look at various data tools that would assist us in tweaking our instruction. We will need additional training on the use of data tools and their impact on instruction and its affects on achievement rates in mathematics.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school organized an ELA curriculum team to examine whether our instructors were relying on teacher dominated lecture style lessons as opposed as lessons which operated in the workshop model where emphasis is on student engagement and time-on-task. Our team was comprised of:

- Principal
- Assistant Principal of Instruction

- Assistant principal of Guidance and PPS
- Literacy Coach
- Lead teachers

The process our ELA curriculum team engaged in to find whether the states finding were relevant to our learning community included a thorough analysis of our:

- Classroom observations
- Student work
- Teacher interviews
- Student interviews

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

During last year's observation of classroom instruction across grade levels our ELA curriculum team found over fifty of our in class ELA instruction was teacher dominated, based on techniques of lecture and presentation. Student work reflected such methods oftentimes lacking in depth, complexity, and higher levels of cognitive reasoning, indicating students were not allowed thorough and extensive work-shop time to develop the five essential components of writing that allow students to meet appropriate NYC standards for multi-genre writing requirements (NYC standards E2 & E5). Currently we have integrated the use of our curriculum maps, and our school wide independent reading program which has led to the sharing of best practices and has added the element of choice for students as they select their own independent reading texts.

In addition technologically based professional development opportunities have opened doors for our teachers equipping them with tools and activities that lend themselves to student centered activities and guided practice as opposed to lecture format. Currently about sixty to seventy percent of our teachers are expanding their instruction methods to emphasize the importance of time on task and the workshop model in the classroom.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The gap between "I teach and you learn" is clearly an ongoing long term goal. While curriculum mapping and increased meeting times have been successful we will continue with informal and formal classroom visits/observations, and all methods detailed in 1A.3/4 until we focus our teachers and learners towards classroom time that is productive, rigorous, and centered on guided practice.

Our ELA curriculum team also hopes to look towards our LSO for enriching professional development ideas and opportunities which will support us in altering our taught and written curriculum.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

For two years the school has employed a full time Math Coach to develop and support the instructional program in the area of mathematics. Improvement and/or increased student achievement is paramount to the job of a Coach, however this can only happen if there is collaboration and sharing of best practices among teachers. Meetings with the instructional Team which is comprised of the Principal, Assistant Principal of Instruction, the Literacy, Math and Technology Coaches, proved to be essential to establishing core instructional goals and objectives across all disciplines. These meeting have recognized the need to increase the use of Teacher lead Professional Development sessions as a way of increasing transparency in the classroom and showcasing exemplary instruction. Learning walks have proved to crucial to assessing classroom instruction for academic rigor, varied instructional strategies, and levels of student engagement.

A full time Technology Coach was hired to work with teachers to assess and/or facilitate with the integration of technology into their instruction. Providing whole group or individualized Professional Development opportunities was paramount for increasing technology usage.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Time constraints and the need for math teachers to get through the curriculum continued to impact on the frequency of student centered work and inquiry-based learning taking place in mathematics classes.

The uses of varied instructional strategies and/or differentiated instruction are found to be incorporated less frequently in math classes. With differentiated instruction not being a measurable objective because different students need differentiated instruction in different areas of the curriculum, students attend after-school tutoring and/ or Saturday school to address their deficiencies. When teaching a particular concept, teachers have incorporated tiered instruction to compensate for concept difficulties and for different learning levels within the classroom.

Usage of technology is a frequent occurrence in the mathematics classes. Teachers use the following technology to engage students:

- TI 83 plus and TI 84 graphing calculators.
- The use of laptops for both whole class and individualized instruction and assessment.
- The use of Qwizdom, an interactive response system used for classroom instruction and assessment.
- Use of the SmartBoard and its resources for instructional and assessment purposes.
- Use of various on-line and web-based activities.
- Software such as Geometer's Sketchpad, Examgen and Kuta software used for both whole group and individualized instruction.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Through informal observations conducted by the Math Coach and the Instructional team we have assessed that math teachers are at the emerging stage when it comes to incorporating the following instructional strategies and/or supports within their instruction:

- Project based learning and assignments/units tied to the curriculum.
- Lessons enriched with more varied use of technology (building capacity).
- More student centered and inquiry -based learning.
- Increased use of tiered and /or differentiated instruction strategies for increased student engagement.
- Increased use of alternative assessment (portfolios).
- Increased use of student data for tracking progress and assessment purposes.

Few teachers in the math department have done interclass visitations with the exception of those done across disciplines. Inter-school visitation is a suggested approach to seeing not only what other teachers are doing but what other schools similar to ours is doing to increase technology integration into their mathematics instruction.

To further support our technology integration into the curriculum (building capacity), the following technology resources were purchased to be used during instruction and/or for assessment purposes:

- Gizmo, a subscription web-based interactive online simulation for math and science education.
- TI-Navigator, an interactive response system used for classroom instruction and assessment.

- TI-Nspire- Graphing calculator with operating system similar to that of a small computer.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We examined the employment records of all of our teachers to determine the turnover rate and experience of our instructional staff.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our research showed a low teacher turnover only losing four teachers during our first five years of existence. But we did find a relatively high percentage of new or recently transferred teachers since we are a new school and phasing in a grade level each year we have had to hire five to six teachers per year.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We don't believe this needs addressing since we lose a relatively low percentage of teachers and we are completely phased in and will not be hiring large amounts of new teachers in the near future.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The staff includes only one (1) NYS certified ESL teacher who is also QTEL trained. Our instruction model is one of total immersion with ESL support, so the finding does not apply

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our ELL students take and pass the Regents exams at the same time and at the same rate as native English speakers.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The process used to assess whether this finding is relevant to our school's educational program is the students' performance in regular ELA classes coupled with the NYSESLAT scores. Our process supplies extensive monitoring of ELLs' academic progress and English language development.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This finding is not relevant to our school's educational program since all ESL students are immersed in regular ELA classes and are serviced by a single ESL teacher who uses the NYSESLAT data and ELA teacher conferencing to inform supplementary instruction.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Along with addressing the curriculum and IEP implementation, the discussions also centered around behavioral and classroom management, and the resources available for the teachers. The IEP teacher also oversees the disciplinary aspect in regards to enforcing the Chancellor's Discipline Code in relation to the student's with IEPs and the function of their disability in relation to the behavior.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence that our school has that dispels the relevance of this finding are the student's IEPs, with the appropriate BIP's that have been implemented, and the Special Education Coordinator's log of meetings with the special education teacher.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

This finding is not relevant to our school. We have engaged in a process at the beginning of the school year that allowed all the teachers to look at the IEP's of the students in their classes and determine the adjustments needed to support the student. This included physical environment, curriculum adaptation and differentiation of instruction. The testing modifications are also discussed in order to decide whether the student needs the modifications throughout the semester in the classroom or just during standardized tests. The promotion criteria for the students with IEP's in our school is the standard promotion criteria because we are a High School and the promotion criteria for all HS students is the accumulation of credits. In regards to behavioral plans and support, our school has a designated Dean that addresses all the special education students' behavior and discipline issues. If the behavior is a function of the disability, then a FBA is conducted and subsequent a BIP is developed and implemented for the student.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The student's IEP with the appropriate modifications to testing and BIP that are included with the IEP, if appropriate.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.)
The High School of Computers and Technology currently has five students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
The school continually identifies students and our guidance counselors conduct interviews to assess needs. Both our guidance counselors and social worker will provide services as long as the student remains in temporary housing and we will continue for a period following their move to permanent housing to help them transition. Based on the needs assessment our PPS staff will develop services and programs that will best support these students. We encourage parents, of affected students, to participate in programs, training sessions, and the Parent Association to help them connect with the school. The staff is readily available to meet with the parents and the students to discuss any needs and if necessary to pass along information for the entire family to the appropriate support services.

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.
N/A

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 in the borough Integrated Service Center (ISC) or Children First Network.

N/A