



**INFORMATION TECHNOLOGY HIGH SCHOOL  
2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 30Q502**

**ADDRESS: 21-16 44<sup>TH</sup> ROAD, LONG ISLAND CITY, NY 11101**

**TELEPHONE: 718-937-4270**

**FAX: 718-937-5236**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 30Q502      **SCHOOL NAME:** Information Technology High School

**SCHOOL ADDRESS:** 21-16 44<sup>th</sup> Road, Long Island City, NY 11101

**SCHOOL TELEPHONE:** 718-937-4270      **FAX:** 718-937-5236

**SCHOOL CONTACT PERSON:** N. Casella      **EMAIL ADDRESS:** ncasell@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Pearl Thomas

**PRINCIPAL:** Nancy Casella

**UFT CHAPTER LEADER:** Patricia Lectora

**PARENTS' ASSOCIATION PRESIDENT:** Dina Bohan

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      Andre Smith

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 30      **CHILDREN FIRST NETWORK (CFN):** 403

**NETWORK LEADER:** Marisol Bradbury

**SUPERINTENDENT:** Juan Mendez

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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
Nancy Casella	*Principal or Designee	
Patricia Lectora	*UFT Chapter Chairperson or Designee	
Dina Bohan	*PA/PTA President or Designated Co-President	
Mr. Ken Pawlukiewicz	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Pearl Thomas	DC 37 Representative, if applicable	
Andre Smith	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Mr. Phil Beder	CBO Representative, if applicable	
Olga Sakhno	Member/Teacher	
Janet Londono Valle	Member/Parent	
Michael Bianco	Member/Parent	
Runelvi Delarosa	Member/Student	
Hema Puran	Member/Student	
	Member/	
	Member/	

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

\* Core (mandatory) SLT members.

## 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.

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

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

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

15% Asian/Pacific Islander	16% African-American/Black
57% Hispanic	11% White
0% Other/American Indian	

The average daily attendance for the year was 86%. 70% of students are Title I eligible or economically disadvantaged. Approximately 9.3% of the students are English Language Learners and 16.7% have been classified as Special Needs. Some students fall into both categories. The majority of students report their home language as Spanish.

There are more males (71.3%) than females (28.7%) attending ITHS. The faculty consists of 63 teachers, 1 principal, 5 assistant principals, 4 guidance counselors, 14 educational paraprofessionals, 5 secretaries, 1 parent coordinator and 5 school aides. Currently, there is no librarian on staff. 98% of the teachers are considered to be Highly Qualified under NCLB status.

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

AP Biology	AP Calculus
AP English	

Physics, Chemistry Earth Science, Living Environment, Forensic Science & Microbiology courses are also offered.

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

ITHS boasts several sports teams, many PSAL affiliated including: Boys Baseball, Girls Softball, Coed Fencing; Varsity Football; JV Football; Basketball (boys and girls); Volleyball (boys and girls); Cross Country (boys and girls), Track and Field, and Wrestling.

ITHS started its first vocal music Chorus in 2009, and the instrumental band will continue into its 3<sup>rd</sup> year under the direction of Mr. Charles Evans.

ITHS offers makeup labs online using SmartScience.com, and Credit recovery online using Wii Sports & Castle Learning software. ITHS started to offer French language in February 2009. Rosetta Stone is available.

Jacob Riis Neighborhood Settlement House will start after school programs including tutoring, SAT preparation, art, music, drama classes, and sports programs.

ARIS training for parents and students will be held in the fall, and a parents' newsletter will be published 3 times per year.

The school has received a Quality Review Score of Proficient for the past two years and hopes to attain a grade of "A" when results are released later this fall.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in UPDATED format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		86.2	89.4	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		93.5	94.5	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		56.7	66.0	78.9		
Grade 8	0	0	0						
Grade 9	319	284	276	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	304	290	272	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	149	236	201		1	10	TBD		
Grade 12	197	160	224						
Ungraded	5	6	9	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	974	976	982		17	26	1		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	46	51	55						
No. in Collaborative Team Teaching (CTT) Classes	42	54	52	Principal Suspensions	59	196	TBD		
Number all others	11	56	51	Superintendent Suspensions	24	31	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	N/A	0	504
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	89	84	87	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	5	10	27	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	59	62	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	19	22	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	5	TBD
	33	18	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	98.3	100.0	TBD
American Indian or Alaska Native	0.5	0.2	0.0	Percent more than two years teaching in this school	50.0	64.1	TBD
Black or African American	16.4	16.0	16.2	Percent more than five years teaching anywhere	46.7	54.7	TBD
Hispanic or Latino	56.4	55.8	56.9				
Asian or Native Hawaiian/Other Pacific Isl.	14.3	15.2	14.06	Percent Masters Degree or higher	75.0	80.0	TBD
White	12.4	12.6	11.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	87.8	98.9	TBD
Multi-racial							
<b>Male</b>	63.2	67.5	71.3				
<b>Female</b>	36.8	32.5	28.7				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	x
	Math:		Math:	✓
	Science:		Grad. Rate:	✓

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>				✓	✓	✓	70
<b>Ethnicity</b>							
American Indian or Alaska Native				-	-	-	
Black or African American				-	-		
Hispanic or Latino				x	✓		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-	-	
Multiracial						-	
<b>Other Groups</b>							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				✓	✓		
<b>Student groups making AYP in each subject</b>				2	3	1	

**Key: AYP Status**

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	Proficient
<b>Overall Score</b>	60.4	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	9.5	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	14.4	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	33.5	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	3	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## 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/Teacher 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 your school's 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?
- 

### ***Review:***

#### ***Trends***

- One of the most important trends last year was the increase of the number of science students who met the criteria for taking the Regents exams by completing the lab requirements. This was as a result of assigning a science coordinator and purchasing smartscience.com labs.
- An increase in the number of students who passed the Integrated Algebra Regents and the Living Environment Regents.
- Our 2009-2010 NYS Accountability performance index met the Effective Annual Measurable Objective (EAMO) in English overall and for all accountable subgroups. In 2008-2009 our performance index missed the Effective Annual Measurable Objective (EAMO) in English in the Hispanic subgroup. This was accomplished through an organized and intensive regents prep program which included targeted remediation.
- There was an increase in the number of graduates in 2010. The L Cohort had a graduation rate of 70.7%. The K Cohort had a 59% graduation rate the previous year.
- The school's overall Progress report numbers improved substantially in all areas including credit accumulation, regents passing rates and "engagement" as measured by the Learning Environment Survey.

#### ***Accomplishments***

- As a result of a better system of communications with parents, teachers and students, we had a higher number of response rates than the city average on our school survey reports for the year 2009-2010. 100% of both teachers and students took the survey online. We also increased our response rate for parents and teachers from the previous year. The percent for parents increased from 20% in 2007-2008 to 41% in 2008-2009 and to 54% in 2009-2010; the percent of teachers increased from 65% in 2007-2008 to 91% in 2008-2009 and to 94% in 2009-2010; and the percent for students increased from 86% in 2007-2008 to 91% in 2008-2009, and decreased to 86% in 2009-2010. All three survey response rates were above the city average.

- As a result of the hard work demonstrated by the entire school community the Quality Review moved from an underdeveloped with proficient features in 2007-2008 to proficient in 2008-2009 and to proficient with well developed features in 2009-2010.
- As a result of a strategic plan which was put in place by increasing the number of deans and security officers, the AP security in conjunction with all stakeholders helped the school become a safer educational institution. The school survey report showed that in regards to safety and respect the school moved from 7.3% in the 2008-2009 school year out of a possible score of 10, to 7.9% in the 2009-2010 school year. Suspensions also decreased from a total of 227 - 196 principal and 31 superintendents in 2008-2009, to a total of 179 suspensions – 149 principal and 30 superintendent suspensions in 2009-2010.
- The school staff proactively and repeatedly reached out to parents with daily calls regarding absence and lateness to reinforce attendance and punctuality expectations. This resulted in attendance remaining stable from 89.0% in 2008-2009 to 88.5 % in 2009-2010.
- Our 2009-2010 performance index met the Effective Annual Measurable Objective (EAMO) in English overall and all accountable subgroups. In 2008-2009 our performance index missed our Effective Annual Measurable Objective (EAMO) in English in the Hispanic subgroup. This was able to be accomplished through an organized and intensive regents prep program and additional remediation with which this student subgroup was targeted.
- Graduation rate increased from 59% in the 2008-2009 school year to 70.7% in the 2009-2010 school year. This was an increase of 11%. We did not meet the AYP in graduation rate as the Federal threshold changed from 55% to 80%. Had the threshold remained constant, we would have made the AYP in graduation rate.
- The number of applications submitted for lunch forms increased from 66% in 2008-2009 to 78.9% in 2009-2020, enabling the school to receive Title 1 Funds.
- As a result of the progress in the school, the school established a better reputation and the number of applicants to our school was over 1200 for the 200 seats available for 9<sup>th</sup> grade in the Fall 2010.
- An instructional cabinet was established and comprised of administrators, lead teachers and the UFT chapter leader. This additional cabinet helped focus priorities on learning, improving communication, raising accountability and enhancing the monitoring of practice and data to improve instruction.
- As a result of the tremendous efforts of the AP Guidance and the guidance counselors, the number of eleventh graders who did not achieve the required number of credits was identified and reduced by 22%. Credit recovery programs were held after school, weekends and holidays.
- The principal started the Band and the Chorus in the music department in 2009. As a result of trying to provide a variety of programs for the talented students and students who struggle for academic success.

### ***Significant Aids***

- While the school continues to grow and develop, it will continue to make progress with the help offered by the CFN network. The school is currently working on curriculum mapping in an attempt to continue to move forward as we build organizational coherence, enhance instruction, and ensure the scope and sequence is covered for subject areas. This document will also serve as an artifact of instruction that can be revisited, reflected and revised.
- The Common Core State Standards are also being introduced to help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.

- Teachers will continue to use ARIS summative data intentionally to determine student levels and to provide differentiated texts to ensure student engagement. Administrators, the Data team and teachers will continue to analyze data to ensure that the building is used in a capacity that is conducive to a successful learning environment.
- Utilizing ARIS, report cards from the previous school year, results from the 2010 quality review, the school progress report, and results from our data inquiry team study, we have come to several conclusions. First, we have determined that our students' performance on Regents examinations is on the rise. More students are preparing for and sitting for State assessments. The number of eleventh graders who have thirty credits or more is on the rise as well. The number of science students who meet the criteria to sit for the Regents exams in the sciences has also risen exponentially.
- As a result of better communications between AP organization, AP supervision, and programming the number of highly qualified teachers in subject areas were increased from 98%.
- A parents' newsletter started to be published in October 2009 and will be distributed three times a year.

**Barriers:** Budget Cuts

The Principal, Assistant Principals, and the faculty of ITHS have great ideas to improve the technology, music, art, sports and academics but unfortunately the budget cuts are preventing a lot of those ideas from being implemented. It may prove difficult to maintain the gains which were made last year regarding graduation rate, credit accumulation, and an increase in regent's passing rates if funding is not available to implement the after school and weekend programs that were in place to address these needs. Although there is a partnership in place with RIIS Settlement, a CBO, to address some of these needs, some teachers are hesitant to work for this organization since there is a lower rate of pay and lack of fringe benefits.

"Stoked", an extremely popular afterschool program for students, is in danger of being lost as the funds needed to cover the cost are not available. The program cost \$12,000 but was priceless in terms of the benefits it offered our students.

## 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 2010-11 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 UPDATED, 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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- I. To increase the overall Regents examination passing rate in Mathematics and science by 5% from 43.11% in Math to 45.3% and in Science from 53.85% to 56.5%.
- II. To decrease the number of Principal's suspensions by 10% from last years total of 149 to 135 by June 30, 2011.
- III. To improve the percentage of students earning 10+ credits in the 3<sup>rd</sup> year (Cohort N) by 5% from 64% to 67% as well as those in the school lowest 3<sup>rd</sup> (Cohort N) from 56% to 58.8%.
- IV. Increased order of the infusion of higher order thinking skills in assignments that require students to think critically, evaluate and make connections. This will be demonstrated by a higher graduation rate increase from 70.7% to 73.7% by June 2011.
- V. To further develop the CTE program by implementing a Career and Financial Management course and Computing Fundamentals course, so that by June 2011, 85% of all entering Freshmen will have successfully completed both courses.



<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Monthly review of suspension reports, tallying of cases handled by intervention mediation.
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**Subject/Area (where relevant):** \_\_\_\_\_ **Guidance**

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To improve the percentage of students earning 10+ credits in the 3 <sup>rd</sup> year (Cohort N) by 5% from 64% to 69% as well as those in the school’s lowest third (Cohort N) from 56% to 61%.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>• Identification of students in the N Cohort who are not earning sufficient credits (minimum of 5 per semester) by the guidance counselors, data specialist, student inquiry team and PPT committee.</li> <li>• Notification of parents along with information of credit recovery programs, tutoring and independent study opportunities.</li> <li>• Establishment of Saturday Academies.</li> </ul>

<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<ul style="list-style-type: none"> <li>• Collaboration with Community Based Organization (CBO) RIIS Settlement.</li> <li>• RIIS through a “21<sup>st</sup> Century Grant” will pay ITHS staff to offer: “homework help”, “tutoring”, credit recovery through “Castle Learning”, technology classes and clubs.</li> <li>• Western Queens Consultation Center will provide screening services, mental health individual counseling services and group counseling to parents and students as well as seminars presenting “TEEN TOPICS” and pizza.</li> <li>• Teaching staff will have C-6 assignments that offer students tutoring services on lunch periods.</li> <li>• Tax Levy per session funds will be made available as they are released for credit recovery.</li> <li>• OTPS funds will be used for books and software license renewal.</li> </ul>
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<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• Scholarship reports – 6 times per year.</li> <li>• Progress report.</li> <li>• Quality Review document.</li> <li>• Graduation rate.</li> </ul>
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**Subject/Area (where relevant):** ALL SUBJECTS

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>Increased evidence of the infusion of higher order thinking skills in assignments that require students to think critically, evaluate and make connections. This will be demonstrated by a higher graduation rate from 70.7% to 73.7% by June, 2011.</p>
<b>Action Plan</b> <i>Include: actions/strategies/activities the School will implement to accomplish the Goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>• Staff development for all teachers and administrators, conducted by network, in-house staff and outside personnel;</li> <li>• Workshops, intervisitation;</li> <li>• Walkthroughs by in-house staff, leadership academy personnel and network instructional liaisons.</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<ul style="list-style-type: none"> <li>• Title 1 SWP funds will go towards hiring leadership academy coaches.</li> <li>• Staff retreats will be held on Saturdays, paid for by Title 1 SWP funds.</li> <li>• 3 Monday PD sessions will address the issue of Questioning techniques.</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• Six Scholarship reports, 3 per semester.</li> <li>• Credit accumulation, twice a year.</li> <li>• ACUITY predictive test results.</li> <li>• Formal and informal classroom intervisitation and formal observations.</li> </ul>

**Subject/Area (where relevant):** Special Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Achieve 90% Compliance for Special Education services.</p>
<p><b>Action Plan</b> 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"> <li>• Administration will monitor, maintain, and support Teacher Caseloads</li> <li>• An updated Excel Spreadsheet will be maintained to facilitate comparison of weekly reports in order to track changes and developments.</li> <li>• Chapter 408 forms will be monitored to assure that servicing teachers have all appropriate IEPs specific to their students.</li> <li>• Outreach will be monitored to assure optimum attendance.</li> <li>• Implement changes in Special Education Practices as scheduled in Phase I CFN Plan</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Tax levy funds</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Interim progress reports as per IEP Mandates</li> <li>• Student report cards (6 times per year)</li> <li>• Annual and triennial review meetings</li> <li>• Requested IEP review conferences if necessary</li> </ul>

**Subject/Area (where relevant):** Mathematics & Science

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the overall Regents Examination passing rate in Mathematics and Science by 3% from 43.11% in Math to 46.11% and from 53.85% to 56.85%.</p>
<p><b>Action Plan</b> 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"> <li>• Identify students’ deficiencies from ARIS, HSST, ATS and the data team.</li> <li>• Encourage teachers to offer extra help via one to one tutoring during C-6 assignments.</li> <li>• Mathematics and Science teachers will use and instruct the students in the use of all available technology such as sketch pad, smart boards, T183 and T184 graphing calculators, laptop carts and LCD projectors to enhance instruction.</li> <li>• Teachers will use Regents based questions in their examples, homework, quizzes and examinations so that students are aware of examination type questions.</li> <li>• Teachers will be offered professional development and encouraged to attend mathematics and science workshops to enhance their skills on strategies such as smart boards, sketch pad software and online textbooks. This is done with a view to improve instruction and student success.</li> <li>• School will purchase all Math and Science text and work books needed to meet the students’ needs.</li> <li>• Increase parents’ involvement, informing them of the importance of their children passing math and science classes and the Mathematics and Science Regents examinations.</li> <li>• Communicating with parents via emails, letters, report cards and phone to keep them updated about their children’s progress.</li> <li>• Train teachers to differentiate instruction such that learning style/needs of each student are met, as well as differentiation in the areas of work content and work product.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers will reinforce or reintroduce examination taking techniques to students who perform successfully in the classroom but poorly in the examinations.</li> <li>• Teachers will be encouraged to do inter-visitation with colleagues to share ideas and provide an opportunity to borrow best practices and share common planning periods to have more tools available for students' success.</li> <li>• Formal and informal observations periodically for professional growth and students' success.</li> <li>• Periodic assessments will be done to gauge students' progress and plan for next steps.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Where possible reducing class size.</li> <li>• Provide professional development for teachers of the mathematics department using Title 1 SWP Funds.</li> <li>• Provide after/extended day learning opportunities for students at risk of failure.</li> <li>• When possible, provide Saturday Regents review for students taking Regents Examinations.</li> <li>• Purchase materials and equipment to enhance, engage and strengthen the learning environment.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• The use of bi-monthly in-class teacher developed pre and post periodic assessments in all math areas.</li> <li>• The use of Acuity testing as a pre-Regents gauge to identify where remedial support is needed.</li> <li>• The use of student progress as indicated on school report card yearly.</li> <li>• The use of student progress as indicated by Regents examinations, twice yearly.</li> <li>• The use of teacher observation reports to gauge students' progress.</li> <li>• The use of Scholarship reports, three times per semester.</li> </ul>

**Subject/Area (where relevant):** English

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To support students in NYC and NYS Standards and Benchmarks, so that by June 2011 81% of students will pass their ELA classes.</p>
<p><b>Action Plan</b> 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"> <li>• 9<sup>th</sup> grade students, scoring below 3 on the 8th Grade ELA exam are programmed for a second ELA support class where emphasis is placed on literacy and writing skills, with technology as a backdrop, in an effort to harness demonstrated student interest.</li> <li>• Students who failed the ELA Regents are assigned to a special section of 12th grade English (E7R) with emphasis on ELA Regents Prep.</li> <li>• In each semester of English instruction, a specific part of the ELA exam will be emphasized with the culmination, in English 5, of a total review of all 4 exam tasks.</li> <li>• Required literature selections have been reconfigured so that all students, throughout their 5 semesters preceding the exam, are exposed to specific, required works of literature specifically chosen to develop skills necessary to complete the writing tasks of the ELA Regents exam.</li> <li>• Eleventh grade ELA teachers administer predictive, practice ELA Regents exams throughout the fall semester to gauge the effectiveness of their instruction.</li> <li>• Prior to the administration of the ELA Regents exam, a Saturday or evening workshop for at- risk students will be offered for several weekends prior to the exam.</li> <li>• To provide differentiation of instruction and increase academic rigor, an honors program has been instituted within each ELA class. High achieving and motivated students are provided with the opportunity to engage in more challenging work for honors credit.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title 1 funds are allocated to sustain one (1) English position as well as hire one (1) mentor, and provide ongoing paid professional development opportunities for staff members.</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Periodic review of student achievement is measured by pre and post assessments in all English classes
- The use of Acuity testing as a pre Regents assessment to show where remedial support is needed
- Data gathered from daily and weekly meetings with English teacher(s)
- Data gathered from report cards to measure progress
- Data gathered from the administration of regents exams in January
- Data gathered from the teacher observation process to develop supports in attaining goals.

**Subject/Area (where relevant):** Technology

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To further develop the CTE program by implementing a Career and Financial Management course and Computing Fundamentals course, so that by June 2011, 85% of all entering Freshmen will have successfully completed both courses.</p>
<p><b>Action Plan</b> 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"> <li>• Identify all students in the P cohort</li> <li>• Program half the P cohort for Career and Financial Management and half the P cohort for Computing Fundamentals in the Fall 2010 semester</li> <li>• Work with the guidance and programming department to ensure students are programmed for the other course in the Spring 2011 semester</li> <li>• Evaluate, select, and purchase the texts most closely aligned with the course of study for each subject</li> <li>• Re-evaluate and revise the course of study as needed at the end of the Fall 2010 semester</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Hire a certified Business teacher</li> <li>• Hire additional certified CTE teachers</li> <li>• Purchase texts and materials needed for each subject</li> <li>• Provide per session for CTE teachers to develop and revise curriculum and course of study</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Use of in-class teacher developed assessments in Career and Financial Management and Computing Fundamentals</li> <li>• Use of student progress as indicated on school report card</li> <li>• Use of teacher observation report to gauge students' progress.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**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	134	101	N/A	N/A				
10	N/A	52	37	N/A				
11	N/A	50	48	67				
12	21	49	48	47				

**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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<b>After school Regents prep provided by RIIS Settlement House CBO, small group and one-to-one tutoring during school day.</b>
<b>Mathematics:</b>	<b>After school Regents prep provided by RIIS Settlement House CBO, small group and one-to-one tutoring during school day.</b>
<b>Science:</b>	<b>After school Regents prep provided by RIIS Settlement House CBO.</b>
<b>Social Studies:</b>	<b>After school Regents prep provided by RIIS Settlement House CBO.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Individual Counseling, one-to-one, Group Counseling.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>Individual Counseling, one-to-one.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Individual Counseling, one-to-one, Group Counseling.</b>
<b>At-risk Health-related Services:</b>	<b>Individual Counseling, one-to-one, Group Counseling.</b>

**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 (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 9-12      Number of Students to be Served: 87      LEP 89      Non-LEP

Number of Teachers 63      Other Staff (Specify) 4 secretaries, 14 educational paraprofessionals

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**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.

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**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.

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**Section III. Title III Budget**

School: Information Technology H.S.      BEDS Code: 343000011502

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students  
School Year 2009-2010**

**Form TIII – A (1) (a)**

Region: 4 CSD: 30

Grade Level(s) 9-12 Number of Students to be served: 97 LEP  Non-LEP

Number of Teachers: 3 Other Staff (Specify):  
School Building Instructional Program/Professional Development  
Overview

**Title III, Part A LEP Program**

<p><b>School Description</b> Information Technology High School (ITHS), located in CSD 30, opened its doors in September 2003. It is located in a multi-ethnic section of Queens. As of October 15, 2010, the school has a student population of 959 students. There are 97 ESL students in grades 9, 10, 11, 12 representing 10.11 percent of the student body. The ESL population is very diverse, representing various countries, regions, and languages of the world. 75% of ESL students are of Hispanic heritage. There are 27 ESL students with IEP</p>
<p><b>Instructional Program</b></p> <p>During 2009-2010 school year, the ESL department ran an after-school and Saturday supplemental programs. As we evaluated the performance of the ESL students who participated in one of the ESL supplemental program, we found the following: students' reading scores increased dramatically (ELA &amp; NYSESLAT results), most students either moved up in ESL level or tested out of the program by scoring Proficient on the NYSESLAT. Most students showed impressive results on the Regents examinations and by earning grade appropriate number of credits towards meeting the graduation requirements. As such, our school has decided to fund a strong ESL Title III after school program starting October 2010. This program will provide ELL's with supplemental instruction during after school and Saturday programs.</p> <p>The <i>After School Program</i> specifically addresses the individual deficiencies students have in English. The After School Program will service approximately 30 students by two certified ESL teacher for approximately 66 sessions. Classes will begin in October and will end in June before the Regents exam week. Students will alternate between the two ESL teachers: one will lead liberal arts tutoring sessions, the other – math and sciences. Areas of concentration include but not limited to: Regents prep, eliminating wrong answers, planning for constructed response, NYSESLAT Prep, vocabulary &amp; grammar development, listening skills, and pronunciation. The program will run on Tuesdays, Wednesdays, and Thursdays, from 3 p.m. to 4 p.m.</p> <p>At the suggestion of OELL, our school made a decision to invest in Achievement 3000 and its high school component – Empower3000. Achieve 3000 and its high-school component Empower3000 is an excellent remediation tool for the struggling readers/writers. It comes complete with initial, ongoing, and final assessment tools. It is 100% non-fiction, social studies and sciences geared, differentiated, aligned to State and Common Core Standards, and technology based.</p> <p>The recommended use is 40 min-1hr for each activity; 2-3 activities per week. The complete program is 80 activities (mastered). The program auto-differentiates from the pool of 35,000 activities. The students' reading level will go up one grade after completing 40 activities. So, a ninth grader, who came in reading at a sixth grade reading level, will complete 80 activities will be</p>

reading almost at appropriate grade level by early June.

There's extensive research that links the skill of reading to academic success. At the request of ESL department, school data specialist provided a list of 231 students (9 & 10 grade) whose 8<sup>th</sup> grade scores are below grade level (67 are ELLs). These students are at-risk. Some type of intervention is essential. Empower 3000 will increase reading levels, expand academic vocabulary, and intensify writing rigor.

This program can be tailored to the needs of the school. For example, our CEP states that we will enhance and expand upon critical thinking skills to increase graduation rate. Empower3000 will be programmed to have the activities geared toward that goal.

We will also have a **Saturday Program** where we will help prepare our ESL students for the NYSESLAT and the Regents. The Saturday Program will be for four hours and it will begin in December and end in June (approximately 20 sessions from 9 a.m. to 1 p.m.)

Supplemental instructional materials, including the use of technology and the wireless mobile lab, will be provided to augment content area instruction. General instructional supplies and computer supplies will be purchased to support the program.

Group size will be maintained at 12-15 students per teacher. Certified ESL and content area teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on Literacy using ESL strategies to help students achieve higher scores on the NYSESLAT and on state assessment exams. General instructional supplies such as chart paper, markers, and certificates of achievement will be purchased to support the academy.

During the months of December, January, and May the school has content area teachers conduct review sessions for students eligible to take the Regents exams. The sessions in Social Studies, Math, Living Environment, and ELA will be conducted in the presence, and with the assistance of, the licensed ESL teacher and will be available for all ESL students eligible to take the Regents.

Parents are welcome to learn English alongside their children. They can take advantage of the latest word in language learning – Rosetta Stone and special speech recognition headphones that were purchased for the ESL Classroom. Rosetta Stone (complements of PTA) is a language-learning program that provides individual, differentiated instruction to emergent language learners. Listening, Speaking, Reading, and Writing for basic intrapersonal communication skills are taught using the language immersion model.

### **Professional Development**

- Will be absorbed by the school PD (ITHS has a scheduled PD every Monday for 55 minutes) and will not require additional funds from Title III.

### **Parent and Community Involvement**

ITHS's Title III program will provide ELL parents/guardians with the opportunity to attend a series of workshops, so that they can better understand the program and assist the children at home. In conjunction with Technology Department, parent workshops will be offered on the following topics:

- **Is my Child Learning English?** Introduction to the ESL learning standards and NYSESLAT assessment – October Orientation and ongoing parent outreach.

- **Mid-School Year Orientation** – January parent workshop for ESL parents. Parents of the students who attend after-school and Saturday Programs will be updated on their child’s academic progress in ESL and content subject areas. We will discuss NYSESLAT ad REGENTS preparations that are going on in the school. Each parent in attendance will receive a custom wall calendar with important dates and events.

**School District: Q 30**  
**BEDS Code: 502**

**For Title III Professional Development**

**BUDGET NARRATIVE**

\*\* MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 15 Professional Salaries</i>	<i>The school provides ample common planning and professional development time during the regular school hours. Therefore, no additional Title III need to be used for these activities.</i>
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	

**School District Q 30**  
**BEDS Code: 502**

**For Title III Professional Development**

<i>Code 80 Employee Benefits</i>	<i>Pending Current Fringe Rate</i>
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**BUDGET NARRATIVE**

\*\* MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
Code 15 <b>Professional Salaries</b>	Title III's supplementary instructional programs:  The After School Program & Saturday Program (Teacher)*(Hours)*(Rate)*(Weeks)= 1*3.5*\$41.98*26=3,820.18 (Teacher)*(Hours)*(Rate)*(Weeks) =1*4*\$41.98*26=4,365.92
Code 40 <b>Purchased Services</b>	
Code 45 <b>Supplies and Materials</b>	<b>Achieve 3000</b> – 100 licenses +all materials and PD - \$5,596 (the rest will be absorbed by another budget code)

Code 80 <b>Employee Benefits</b>	<b>After School Professional Benefits</b> <b>(Total cost) (Fringe Benefits) = (\$8,186.10) (16.00%) = \$1,309.78</b>
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**BUDGET NARRATIVE**

\*\* MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 15 Professional Salaries</i>	<i>Absorbed by another budget code</i>
<i>Code 40 Purchased Services</i>	

<i>Code 80 Employee Benefits</i>	
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**BUDGET NARRATIVE**

\*\* MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 15 Professional Salaries</i>	<i>All Professional Development will be conducted during regular staff meetings and Chancellor's Staff Development Days. No Title III funding will be applied</i>

School District: Q 30  
 BEDS Code: 502

For Title III Parent Community Involvement

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students  
 School Year 2008-2009

**Form TIII – A (1) (b)**

Region 4

CSD 30

School Building 502

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

Category	Proposed Expenditure
<b>Code 15 – Professional Salaries</b> Instructional Professional Development Parent/Com. Involvement <p style="text-align: right;"><b>Total Code 15</b></p>	\$8,186.10 \$ 0.00 \$ 0.00 <b>\$8,186.10</b>
<b>Code 45 – Supplies and Materials</b> Instructional Professional Development Parent/Com. Involvement <p style="text-align: right;"><b>Total Code 45</b></p>	\$5,596.00  
<b>Code 80 – Employee Benefits</b> Instructional Professional Development Parent/Com. Involvement <p style="text-align: right;"><b>Total Code 80</b></p>	\$1,309.78 \$ <b>\$1,309.78</b>
<b>School Budget Summary Total</b>	<b>\$ 15,091.88</b>

### **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**

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

DOE data tells us that 57% of the ITHS population comes from Hispanic origin. Additionally, 46% of ITHS students come from homes where Spanish is the primary language spoken. Also, 15% of ITHS students come from homes where languages other than English or Spanish are spoken. All documents sent home are sent in both English and Spanish. There are several bilingual staff members on staff as well. Available languages include: Turkish, Arabic, Cantonese, Bengali, Italian, French, Spanish, Portuguese, French-Creole, Hebrew, Greek and Russian.

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.

Based on the data from the RESI, 46% of ITHS students come from homes where Spanish is the primary language spoken. Additionally, 15 % of ITHS students come from homes where languages other than English or Spanish are spoken. This information was provided to the SLT via the school CEP.

#### **Part B: Strategies and Activities**

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

When in-house staff is available to provide written or oral translation they will be used. Additionally, funds are available via Title 1 Translation Services and TL Translation Services to pay staff members to provide translation outside regular school hours.

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.

When in-house staff is available to provide written or oral translation they will be used. Additionally, funds are available via Title 1 Translation Services and TL Translation Services to pay staff members to provide translation outside regular school hours.

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>.

Signs will be posted near entrance in the main office indicating the availability of translation and interpretation services at the school, including the covered language which is Spanish.

Parent Coordinator will distribute Parent's Bill of Rights.

**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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$620,513	\$20,177	\$640,690
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,205	\$202	\$6,407
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$31,026	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$62,051	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 97%

6. 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.

Program teacher for classes in the content area in which they are state certified.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement

policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample UPDATED was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample UPDATED as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.



Information Technology High School  
21-16 44<sup>th</sup> Road Long Island City, NY 11101  
Phone: 718-937-4270 Fax: 718-937-5236  
Dr. Nancy E. Casella, Principal

## SCHOOL PARENTAL INVOLVEMENT POLICY for SY 2010-2011

### PART I GENERAL EXPECTATIONS

NOTE: Each school level Parental Involvement Policy must establish the school's expectation for parental involvement based upon the District Parental Involvement Policy. [Section 1118-Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]

Information Technology High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement are spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including and ensuring—

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, where appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

## PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement – (a) Local Educational Agency Policy-(2) Written Policy of ESEA] This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. Information Technology High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:
  - a. Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings;
  - b. PTA Executive Board members will be involved with District personnel through the Queens Federation of PTA.
2. Information Technology High School will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
  - a. Parent members of the school leadership team will participate in the annual Quality Review;
  - b. Parents will be interviewed as part of the school’s Quality Review;
  - c. Parent surveys will be a vital part of the School’s Progress Report process.
3. Information Technology High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:
4. Information Technology High School will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary, (and with the involvement of parents) its parental involvement policies.
  - a. An evaluation will be conducted at 2 spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and

consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security.

5. Information Technology High School will build the parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –
    - i. the State's academic content standards;
    - ii. the State's student academic achievement standards;
    - iii. the State's and local academic assessments including alternate assessments;
    - iv. the requirements of Title I, Part A;
    - v. how to monitor their child's progress and
    - vi. how to work with educators.
  - b. The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - i. Providing parent workshops and courses dealing with computer training;
    - ii. Special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners.
  - c. With the assistance of the district and parents, the school will educate its teachers, pupil services personnel, supervisors and other staff, on how to reach out to, communicate with, and work with parents as equal partners, reinforce the value and utility of contributions of parents, and implement and coordinate parent programs and build ties between parents and the schools by:
    - i. Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations;
    - ii. Teachers will have daily access to phone messenger automated system to allow teachers to communicate with parents in a regular and easy manner.
  - d. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:
    - i. school letters are translated and ELL students are provided with native language letters of school events;
    - ii. translation services information are posted in the school lobby in the appropriate native languages.

### Part III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118- Parental Involvement- (e) Building Capacity for Involvement of the ESEA:

Other activities may include:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at various times.
- The school is developing appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students.

#### PART IV ADOPTION

Department of Education of the City of New York  
INFORMATION TECHNOLOGY HIGH SCHOOL

Dr. Nancy E. Casella, Principal

This policy was adopted by Information Technology High School on XX/XX/10 and will be in effect for the period of 2010-11. The school will distribute this policy to all parents of participating Title I, Part A children on or before XX X, 2010.

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(Signature of Principal)

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(Date)

## School-Parent Compact – See attached document ITHS School-Parent Compact

**Explanation – School-Parent Compact:** 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 UPDATED which is available in the nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.



### INFORMATION TECHNOLOGY HIGH SCHOOL SCHOOL-PARENT COMPACT For SY 2010-2011

Information Technology High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

**This School-Parent Compact is in effect during school year 2010-11.**

Note: provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact.

## **PART I — REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

### **School Responsibilities**

Information Technology High School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Each student will have a full program as mandated by New York State Department of Education. Instruction will be differentiated to ensure student academic success.

**UPDATED – OCTOBER 2010**

- Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - Parent teacher conferences are held twice annually.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - Student report cards are distributed 6 times a year and student promotions in doubt letters are sent home a minimum of twice a year.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities.

### **Parent Responsibilities**

We, as parents, will support our children's learning in the following ways:

- Supporting my child's learning by making education a priority in our home by:
  - Making sure my child is on time and prepared everyday for school;
- Monitoring attendance;
- Talking with my child about his/her school activities everyday;
- Scheduling daily homework time;
- Providing an environment conducive for study;
- Making sure that homework is completed;
- Monitoring the amount of television my children watch;
  - participating, as appropriate, in decisions relating to my child's education;
  - promoting positive use of my child's extracurricular time;
  - participating in school activities on a regular basis;
  - staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
  - reading together with my child every day;
  - providing my child with a library card;
  - communicating positive values and character traits, such as respect, hard work and responsibility;
  - respecting the cultural differences of others;
  - helping my child accept consequences for negative behavior;
  - being aware of and following the rules and regulations of the school and district;
  - supporting the school discipline policy;

## **PART II OPTIONAL ADDITIONAL PROVISIONS**

### **STUDENT RESPONSIBILITIES**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:  
Describe the ways in which students will support their academic achievement, such as:

- come to school ready to do our best and be the best;
- come to school with all the necessary tools of learning-pens, pencils, books, etc.
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's/class' rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for test and assignments;
- read at least 30 minutes every day outside of school time;
- read at home with our parents;
- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading;
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.

**INFORMATION TECHNOLOGY HIGH SCHOOL** will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;
- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;

- provide to parents an individual student report about the performance of their child on the State assessment in English language arts and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, Information Technology High School will:

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams;
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118- Parental Involvement of Title I, Part A.
- work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving in issue of violations(s) of a Federal statute or regulation of Title I, Part A programs in provided to parents of students and to appropriate private school officials or representatives.

## **SIGNATURES**

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School Staff-Print Name

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Signature

---

Date

---

Parent(s)-Print Name(s)

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Student (if applicable) - Print Name

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**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.

ITHS has been using ARIS as an online student data and performance tracking application. ARIS provides teachers and administrators real time information on academic performance indicators such as elementary and middle school performance levels, performance on interim and predictive assessments such as Acuity, progress towards credit accumulation and Regents exam performance. ARIS also provides attendance information and key demographic information such as ethnicity, gender, ELL/Special Education status, home language and socioeconomic status. ARIS is accessible to all parents where they can track their children's progress online.

Other Data sources ITHS uses in an in-house Data base developed by the assistant principals and the data team to provide vital information about the students enrolled in ITHS where they could be tracked and receive help needed in their classrooms. Repeatedly, the staff will be provided with professional development in how to use ARIS. Reports from ARIS will be incorporated into teacher assessments, faculty conferences and departmental conferences.

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.

ITHS has arranged for the RIIS Settlement CBO to provide after school and weekend AIS programs for all students to enhance and further student achievement and academic success. These programs include Regents Prep and AIS programs targeting literacy and numeracy of students. Additionally, the school's instructional portal, [www.ithsnyc.org](http://www.ithsnyc.org), provides students with 24/7 on-demand learning opportunities in each content area. ITHS has a wide variety of after-school and weekend enrichment programs that include but are not limited to PSAL

sports such as Varsity and JV football, cross-country, baseball, girls' softball, indoor and outdoor track, wrestling, girls and boys basketball, girls and boys volleyball, fencing, student clubs such as soccer, Computer club, Band Sectionals and Voice for Girls.

3. Instruction by highly qualified staff.

In looking at observations and having conversations with teachers, the principal has aligned expertise and license with assignment. Currently, we will have no vacancies. We have looked at our students' needs and at our teachers' accomplishments and have created professional activities programs for the teacher to use this expertise, i.e. tutoring, mathematics curriculum development, ELA curriculum development, science curriculum development and CTE program 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.

Based on school needs identified in the prior Quality Review, the principal has arranged for ongoing professional development by CFN personnel to assist with improvement of teacher quality and student achievement through the development and use of curriculum maps. Curriculum mapping helps teachers plan and document instruction, build organizational coherence within courses, ensure sound planning, guide members of the school community to know what is going on in the classroom, ensures what needs to be covered gets covered, drives collaborative planning, and is an authentic artifact of work done during the year. The principal continues to build a professional library for teachers to utilize that provides resources for authentic assessment, classroom management, program design, curriculum development, methodological practices, etc. The school has established a 50 minutes professional development period each Monday.

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

We have advertised vacancies on the NYCDOE Open Market. We will hold interviews in the months of June, July and August and ask perspective candidates, when feasible, to conduct a demonstration lesson as part of the interview process.

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

ITHS will hold Open House events on a regular basis. Additionally, the school provides tech training to parents throughout the year.

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.

There will be a variety of opportunities to look at assessments. We have monthly departmental meetings and monthly faculty conferences with teachers. We also have ongoing pupil personnel team meetings where teachers will be invited to discuss specific students who they feel are not progressing.

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.

There will be a variety of opportunities to look at assessments. We have monthly departmental meetings and monthly faculty conferences with teachers. We also have pupil personnel team meetings where teachers will be invited to discuss specific students who they feel are not progressing.

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.

Students who are having difficulty mastering the proficient or advance levels of academic achievement standards can participate in one or more of our AIS programs that includes but is not limited to NYS Regents Prep provided by RIIS Settlement CBO and/or in-school tutoring with teachers in Math, English and ESL.

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.

In 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.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not

literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal		x				
Title I, Part A (ARRA)	Federal		x				
Title II, Part A	Federal			x			
Title III, Part A	Federal		x				
Title IV	Federal		x				
IDEA	Federal		x				
Tax Levy	Local		x				

#### 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.

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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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.

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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.

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

## **APPENDIX 7: 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>

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### **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.)

At the present time, we only have in child in temporary housing.

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

Students who attend ITHS will be provided with services comparable to services offered to other students in the building as per Chancellor's Regulation A-780. These said students will be offered extended counseling by their guidance counselor Sapis worker, college advisor, family worker, attendance aide and parent coordinator. Child will be offered special consideration Transfer from office of enrollment if the temporary housing has changed. Metro Card will be made available regardless of status. Information on college scholarships and the application process will be made available and educational services for which the child meets the eligibility criteria such as compensatory educational programs for the disadvantaged, e.g. Pupils with Compensatory Education Needs (PCEN), Chapter 1 and educational programs for the disabled and for students with limited English proficiency, programs in vocational education, programs for the gifted and talented and school meal programs.

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

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Information Technology High School					
<b>District:</b>	30	<b>DBN:</b>	30Q502	<b>School</b>		343000011502

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		86.2	89.4	88.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	284	276	258				
Grade 10	290	272	251				
Grade 11	236	201	215				
Grade 12	160	224	212				
Ungraded	6	9	8				
<b>Total</b>	<b>976</b>	<b>982</b>	<b>944</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	93.5	94.5	95.8

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	56.7	78.9	82.6

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	10	16

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	17	26	1

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	51	55	54	Principal Suspensions	59	196	149
# in Collaborative Team Teaching (CTT) Classes	54	52	52	Superintendent Suspensions	24	31	30
Number all others	56	51	57				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	504
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	59	62	60
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	19	22	17
# receiving ESL services only	84	87	TBD	Number of Educational Paraprofessionals	3	5	12
# ELLs with IEPs	10	27	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	33	18	90	% fully licensed & permanently assigned to this school	98.3	100.0	98.3
				% more than 2 years teaching in this school	50.0	64.1	65.0
				% more than 5 years teaching anywhere	46.7	54.7	70.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	75.0	80.0	88.3
American Indian or Alaska Native	0.2	0.0	0.1	% core classes taught by "highly qualified" teachers	87.8	98.9	91.7
Black or African American	16.0	16.2	17.9				
Hispanic or Latino	55.8	56.9	57.2				
Asian or Native Hawaiian/Other Pacific	15.2	14.6	14.9				
White	12.6	11.2	9.9				
<b>Male</b>	67.5	71.3	72.6				
<b>Female</b>	32.5	28.7	27.4				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	v
Science:		Graduation Rate:	v

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				v	v	v	70
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	-
Black or African American				-	-	
Hispanic or Latino				X	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	-
Multiracial						-
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>2</b>	<b>3</b>	<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	70.2	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	11.5	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	16.5	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	36.2		
<i>(Comprises 60% of the</i>			
Additional Credit:	6		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN</b>	District <b>30</b>	School Number <b>502</b>	School Name <b>Info Tech HS</b>
Principal <b>Dr. Nancy E. Casella</b>		Assistant Principal <b>Maxime Monde</b>	
Coach		Coach	
Teacher/Subject Area <b>Olga Sakhno - ESL</b>		Guidance Counselor <b>Brenda Gargano</b>	
Teacher/Subject Area <b>Dinu Pietraru - ESL</b>		Parent <b>Dina Bohan</b>	
Teacher/Subject Area <b>Amer Ismael - math &amp; physics</b>		Parent Coordinator <b>Iva Christie</b>	
Related Service Provider <b>Natalia Ovchinikova - speech</b>		Other	
Network Leader <b>Marisol Bradbury</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>4</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>959</b>	Total Number of ELLs	<b>97</b>	ELLs as Share of Total Student Population (%)	<b>10.11%</b>
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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.

1. When students arrive to enroll in the school, we gather information about home language and English proficiency from the Home Language Survey and the initial interview. New arrivals are given this form to identify what language is spoken at home and in which language the child can read and write. Olga Sakhno, ESL teacher/coordinator assists the parents in filling out HLIS. If the parent is not English proficient, the school provides translation services in Spanish, Russian, French, Haitian Creole, Chinese, Korean, Greek, Ukrainian, Arabic, Hebrew, Pilipino. If the parent speaks and requires assistance in another language, the school contacts the translation services to further assist the family. If the form indicates that the child communicates in the language other than English, we administer LAB-R Listening, Reading, and Writing components as well as the speaking interview. Olga Sakhno, trained and experienced in the process of student intake, administers and hand-scores the test within the first 10 days of arrival. If the child is eligible for ESL services, he or she is placed in the program according to his or her level. If the test indicates that the child is not eligible for ESL services, then the child is programmed as mainstream population. In both instances the parents are notified via mail that their child was tested and is not is or isn't entitled for ESL services. If the student is coming from middle school or another high school, then they are placed according to their NYSESLAT results from the previous year. If the results are not available, then we use the year prior. In any event, all students deemed as English Language Learners are placed in the program according to their level.
2. In the beginning of the school year the ESL department hosts an annual Parent Orientation night. It is held late September. All parents are invited by mail. Invitations to this event are sent at least one week prior to the date. During the orientation the following is discussed: the types of programs available in New York public schools to ELLs, our program, supplemental programs, graduation requirements, English classes for parents. We take the opportunity to introduce the parents to the school community, show our use of technology in the classroom, as well as reinforce the notion of the postulated ubiquity of English.
3. The entitlement letters and the program selections are filled out by parents during the Parent Orientation night. If the parent is not present, the students take the form home to have the parent sign and return it the following day. Program Selection Forms are placed in each child's folder located in the ESL Coordinator's office, room 301B.
4. When ITHS opened its doors in 2003, the parents selected Free-Standing ESL as the number one choice for the ELLs. Every year, as we collect Parent Selection Forms, we see that Free-Standing ESL program continues to be the preference. To reinforce the communication between the parents and the school we provide brochures in Spanish, French, Chinese, Korean, Russian, and Bangla that explain the different programs available in NYC public schools to the parents of ELLs. We understand that if more than 15 parents of one language and in one grade select Bilingual program as the first choice, we will have to provide such instruction. Until such time, we will continue with Free-standing ESL.
5. At this time, of 64 Parent Selection Forms, only one indicated Dual Language Program as the first preference. The family was informed that their choice was not available at ITHS.
6. Our program reflects the parents' wishes to have Free-Standing ESL Program. It is at the request of the parents that we use English-only instruction.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

- |   |                          |   |                          |   |                          |   |                                     |    |                                     |    |                                     |    |                                     |
|---|--------------------------|---|--------------------------|---|--------------------------|---|-------------------------------------|----|-------------------------------------|----|-------------------------------------|----|-------------------------------------|
| K | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/>            | 4  | <input type="checkbox"/>            | 5  | <input type="checkbox"/>            |    |                                     |
| 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 | <input type="checkbox"/> | 9 | <input checked="" type="checkbox"/> | 10 | <input checked="" type="checkbox"/> | 11 | <input checked="" type="checkbox"/> | 12 | <input checked="" type="checkbox"/> |

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										41	26	13	17	97
<b>Push-In</b>			0											0
<b>Total</b>	0	0	0	0	0	0	0	0	0	41	26	13	17	97

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	97	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	27
SIFE	10	ELLs receiving service 4-6 years	29	Long-Term (completed 6 years)	39

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
Dual Language										0
ESL	29	2	2	29	7	8	39	1	17	97
<b>Total</b>	<b>29</b>	<b>2</b>	<b>2</b>	<b>29</b>	<b>7</b>	<b>8</b>	<b>39</b>	<b>1</b>	<b>17</b>	<b>97</b>

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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										32	24	10	10	76
Chinese													1	1
Russian											1			1
Bengali											1		3	4
Urdu														0
Arabic										3			1	4
Haitian														0
French										1				1
Korean													1	1
Punjabi														0
Polish														0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Yiddish														0
Other										5		3	1	9
<b>TOTAL</b>	<b>0</b>	<b>41</b>	<b>26</b>	<b>13</b>	<b>17</b>	<b>97</b>								

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										32	24	10	10	76

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese													1	1
Russian											1			1
Bengali											1		3	4
Urdu														0
Arabic										3			1	4
Haitian														0
French										1				1
Korean													1	1
Punjabi														0
Polish														0
Albanian														0
Other										5		3	1	9
<b>TOTAL</b>	<b>0</b>	<b>41</b>	<b>26</b>	<b>13</b>	<b>17</b>	<b>97</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
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.

1. How is instruction delivered?
  - a. ITHS ESL program is a Self-Contained model. Two full-time TESOL certified teachers deliver ESL instruction to a group of ELLs. The group sizes do not exceed the mandated guidelines. The length of time exceeds the mandates because of block scheduling. Thus, instead of 540 minutes of Beginner ELL Support, our students receive 642 minutes a week (46 minutes per period \* 3 periods a day \* 4 days + 90 minutes on Mondays). Intermediate students receive 438 (an additional 78 minutes to the mandated time). Advanced students are in ESL for 214 minutes a week.
  - b. Students are grouped by level, not grade. For example, a class of Advanced students will have all four grades. The work is differentiated along the lines of mainstream need and ability. The students do not travel together but go on to mainstream classes scheduled according to their graduation requirements. Beginners are grouped with Intermediate class and are given additional period of ESL instruction.
2. The staff at ITHS, since the inception of our school, has been making sure that ELLs receive the appropriate amount of ESL instruction

time. This year, more than ever, we are meeting and exceeding the mandated time allotted for ELL instruction.

3. Content Area Instruction – LEP students receive content area instruction in the mainstream classroom in English only. However, content area teachers accommodate ELL population as follows:

- Native Language Support – each content area classroom is equipped with stud guides, glossaries, and vocabularies in many native languages. Each ESL student has a binder-sized Oxford Dictionary.
- Testing Accommodations – students are given extended time, as well as, the opportunity to use the glossaries.
- Professional Development – our department hosts a series of presentations throughout the year, covering the topics of language acquisition, learning to learn in a second language, classroom accommodations, scaffolding, and differentiation.
- On-going ESL Department Support – ESL coordinator has compiled a substantial professional library that is readily available for the teachers’ perusal. Collaboration is ongoing.

4. Differentiation of instruction or ELL Subgroups:

a. SIFE students (10) were identified immediately. ESL coordinator held conferences with guidance counselors. Transcripts were reviewed and areas of remediation were identified. As a result, the students who are not making sufficient progress on the NYSESLAT scores and/or those who are not meeting grade promotion criteria are offered tutoring, counseling, parental involvement, and Saturday programs.

b. The greatest challenge for the Newcomers (0-3 years) remains the ELA Regents exam. The two-day, four-essay examination is very difficult to pass for our ELLs. However, with the help of technology and both teachers, whose specialty is writing, we are hoping to have some students pass the exams.

Strategies taught in ESL classroom that relate to ELA Regents:

- Listening/Reading for information and understanding.
- Note taking; finding textual support; fact/opinion based questions;
- Writing for information, in response to literature, and persuasively.
- Literary elements – figurative language, story elements, genres.
- For 2010-11 school year we have 29 newcomers (30% of the total population) – 1 Beginner, 17 Intermediate, and 11 Advanced.
- Of the 29 Newcomers, 4 are in 11/12 grades and will have to take the ELA Regents.

c. ELLs – 4-6 years of ESL service (30% of the total ESL population).

- 29 students – 3 Beginners, 16 Intermediate, 11 Advanced.
- 20 showed Proficiency on Listening and Speaking part of the NYSESLAT.
- Specific areas of need – writing mechanics, essay structure, explicit grammar, new vocabulary acquisition, literary analysis.

d. Long-Term ELLs – (7+ years)

- 39 of the 97 ESL students - 40%; 14 Advanced; 19 Intermediate; 13 have IEPs, 6 Beginners.
- Many IEPs state that students are not entitled to ESL services – Monolingual/without ESL. Therefore, these students are offered self-contained an/or resource classes as per the IEPs.
- The level of frustration of the Long-Term ELLs is high. For many, English is the only language of communication that they know. However, we have had an intensive NYSESLAT prep in the past that showed that even the most frustrated long-term Ls can show proficiency by following the intensive test prep regimen we offer in the Spring.

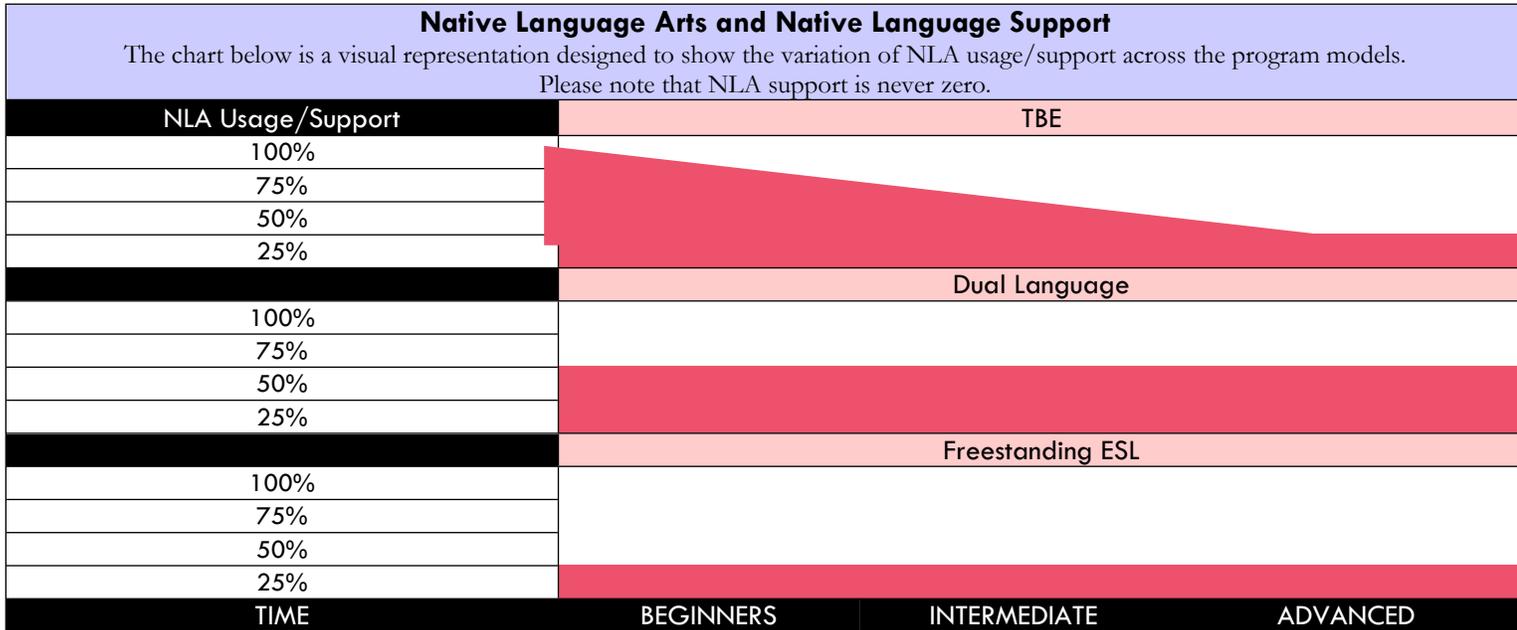
e. Students with special needs are serviced in accordance to their Individualized Education Plans. The ESL Department works closely with the Special Education coordinator and guidance counselors comply with mandated services.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Specific areas of need that were identified and are targeted throughout the school year.
  - writing mechanics, essay structure, explicit grammar, new vocabulary acquisition, literary analysis.
  - Listening/Reading for information and understanding.
  - Note taking; finding textual support; fact/opinion based questions;
  - Writing for information, in response to literature, and persuasively.
  - Literary elements – figurative language, story elements, genres.
6. The ongoing support for the former Language Learners is as follows. Former ELLs are identified by ARIS. All teachers were provided with the list of the students who showed Proficiency on the NYSESLAT. It was states that despite the test scores, these students continue to be English Language Learners. The non-entitlement letters went home along with invitations to Saturday and after-school programs.
7. This year we would like to implement more science and math content into our ESL curriculum. In the past we have concentrated on language learning, literature, and social studies. NYS ESL standards encompass problem solving, cause and effect, and other natural ad exact sciences' skills. In order to help the students get acclimated in the mainstream science and math classroom, we will teach the skills through science/math content.
8. Due to budgetary constrains, there may be a shortened After-school/Saturday program.
9. ELL students have access to any and all classes, programs, clubs, and services offered by our school. ELL students are welcome to participate in student life such as student government, senior committees, athletics, and sports teams. ITHS has two football teams (varsity and junior varsity), girls' and boys' basketball, volleyball, track, cross-country, fencing, guitar club, ESL tutoring, ESL Saturday, computer club, SAT prep, and Regents tutoring.
10. Instructional materials include:
  - Class sets of ESL and Oxford binder dictionaries.
  - Spanish-English dictionaries.
  - Classroom library (200+ titles) of contemporary, young adult, picture books, and classic adaptations.
  - Reference & media materials – magazines, encyclopedias, fact books.
  - McDougal Little Bridges to Literature and 9th grade Literature text books with instructional support materials.
  - Milestones A, B, C with teacher/student support materials, remediation software, and assessment packet.
  - Laptops, headphones, audio books, Internet access, LCD projector, Smartboard, TV/DVD.
11. Native Language is supported by providing glossaries, on-line dictionaries and translations, Spanish titles in the classroom and the school libraries. Students are given the option of taking most of the Regents in Spanish.
12. The required services are age and level appropriate. Students are placed in the classes according to their ESL and grade level.
13. This school year, we had no ELL students that are new to the country. Last year we had one student. She came from Turkey in October 2009 and enrolled in our school immediately upon arrival. We placed her in the ESL class with another Turkish student. She provided the newcomer with native language support. The new student was engaged in a rigorous language immersion course with Rosetta Stone. All teachers were notified of her newcomer's status. She was a low Intermediate student with poor listening skills. Mainstream teachers were made aware that she understands little and needs visual support such as handouts and posters as well as ample time to work with English – Turkish dictionary. The student was not enrolled in ELA class.
14. ELL speakers of Spanish, French, Bengali, Chinese, and other major world languages can take the Foreign Language Regents in lieu of foreign language requirements. If their language is not offered, they have to take two credits of Spanish or French in order to graduate.

### C. Schools with Dual Language Programs

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)?

### D. 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 (including non-ELL teachers) as per Jose P.

Professional Development in our school is essential as a large percentage of student body is either foreign born, ELL, former ELL, or bilingual. The ESL coordinator has set up a PD schedule that includes the following:

- introduction to the mandates of the ESL program, eligibility, and testing
- description of the ESL programs used in our school
- a tour of ESL methodologies that work in content area with our students
- evaluation of ESL students, including the periodic assessments, Acuity, and the NYSESLAT.
- learning with laptops in a wireless classroom environment
- multimedia and ESL
- differentiated instruction for ELLs in the Content Areas
- the Workshop Model
- PD will be ongoing, consistent, and sustained.
- There will be three PD sessions (60 minutes each) organized each semester in the area of ESL methodologies for the entire school staff.

Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching ELL's. It will also focus on how to prepare ELL's to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all city and state assessments. Teachers participating in the professional development workshops These professional development sessions will be facilitated by school administrators, ESL Coordinator and teachers.

Teachers teaching ELL's will receive 4 sessions of professional development. Topics that will be addressed during these professional development sessions are as follow:

- One professional development sessions will be devoted to Scaffolding across the Disciplines: "Types of Scaffolding as Preparation for ELA Regents".
- One professional development session will be devoted to Differentiated Instructional Strategies: "Grouping by Deficiency to Achieve Proficiency".
- One professional development session will be devoted to the strategies needed to prepare ELL's to meet the state standards and to gain a clear understanding of the NYSESLAT. "April Crunch"
- One professional development session will be devoted to math and science instructional strategies to develop and enhance ESL students' skills and performance on the city and state assessments: "Learning to Learn in a Second Language".

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

ITHS's Title III program will provide ELL parents/guardians with the opportunity to attend a series of workshops, so that they can better understand the program and assist the children at home. In conjunction with Technology Department, parent workshops will be offered on the following topics:

- Is my Child Learning English? Introduction to the ESL learning standards and NYSESLAT assessment – October Orientation and ongoing parent outreach.
- How can technology help us learn better? Instructional technology is helping students and families stay in touch with advancement of technological society.
- Computer Class for Parents – 10 sessions from 5p.m. to 7 p.m. once a week. Parents will learn about personal computers, e-mail, the Internet, Aris, etc.

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										7		2	1	10
Intermediate(I)										19	16	7	8	50
Advanced (A)										15	10	4	8	37
Total	0	0	0	0	0	0	0	0	0	41	26	13	17	97

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B													
	I										6	5	2	6
	A										9	7	3	3
	P										25	14	8	8
READING/WRITING	B										7		2	1
	I										18	16	7	8
	A										14	10	4	8
	P										1			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	13		7	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math <u>A</u>	41		19	
Math <u>B</u>	0			
Biology	0			
Chemistry	0			
Earth Science	0			
Living Environment	42		11	
Physics	13		4	
Global History and Geography	30		9	
US History and Government	14		5	
Foreign Language	25		4	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English and compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?

our main focus remains on ACADEMIC LANGUAGE ACQUISITION imbedded in content-based instruction.

2. First pattern across the grade levels is that we have 7:3 ratio of 9/10 graders to 11/12 graders. There are two reasons for this disproportion. On one hand, by the time an ELL enters 11th grade, he or she will have shown proficiency on his NYSESLAT. We credit our stellar test prep after-school and Saturday program for this. On the other hand, some ELLs due to lack of language and academic skills, in addition to non-school related issues, fail to accumulate credits and remain in 9 or 10 grade. Grade repeating (26%) has an affect on our instructional planning: the focus is on developing academic and learning skills such as independent reading/reflections, time-managed projects, group assignments, oral presentations.

3. First, since the students are better at Listening than Reading, we encourage and support the mainstream teachers in finding resources that are more conducive to the child's stronger modality. Thus, any audio/visual material, together with assigned readings, is a great accommodation/differentiation tool. Secondly, explicit grammar, writing mechanics, and reading strategies lessons are the foundation of ESL curriculum at ITHS. We reinforce academic content with "breaking down the material", teacher modeling, and level/grade appropriate materials.

4. As we look at last year's Regents results, we can't help but notice the following:

- ONLY ELA Regents test scores show above 50% passing rate for current ELLs. This success is the direct result of programming, staffing, and instructional decisions. The idea was to create an ELA preparation class for ELLs and former ELLs. Taught by an experienced writing teacher, who is well versed in high school and college ESL methodology, and using ESL/ELA NYS Standards aligned resources, students showed progress and took one step closer to completing their graduation requirements. This class was not reinstated this year due to scheduling and/or budgeting constraints.

- Periodic ELL assessment is yet to be administered. Our focus of analysis will be itemization of deficiency in skills ad alteration of explicit instruction based on the needs of ELL population.

. The success of the program lies with the success of the children. Last year, 20% of ELLs showed proficiency on NYSESLAT. 12th grade ELLs are making progress towards meeting graduation requirements. We continue to provide data analysis for English and Social Studies Departments to monitor ELL progress in the mainstream classroom. We have identified a handful of ELLs who are not making sufficient second language acquisition progress as per OELL AMAO #1 and are planning to address the specific learning difficulties with guidance, special education department, and the parents.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 30Q502**

*All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$620,513	\$20,177	\$640.690
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,205	\$202.00	\$6,407
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$31,026	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$62,051	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
\_\_\_\_\_3%\_\_\_\_\_

6. 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.

Program teacher for classes in the content area in which they are state certified.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

***Explanation – School Parental Involvement Policy:*** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.



## Information Technology High School

21-16 44<sup>th</sup> Road Long Island City, NY 11101

Phone: 718-937-4270 Fax: 718-937-5236

Dr. Nancy E. Casella, Principal

### SCHOOL PARENTAL INVOLVEMENT POLICY

for

SY 2010-2011

#### PART I GENERAL EXPECTATIONS

NOTE: Each school level Parental Involvement Policy must establish the school's expectation for parental involvement based upon the District Parental Involvement Policy. [Section 1118-Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]

Information Technology High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include

providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement are spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including and ensuring—

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, where appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

## PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement – (a) Local Educational Agency Policy-(2) Written Policy of ESEA] This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. Information Technology High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:
  - a. Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings;
  - b. PTA Executive Board members will be involved with District personnel through the Queens Federation of PTA.
2. Information Technology High School will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
  - a. Parent members of the school leadership team will participate in the annual Quality Review;

- b. Parents will be interviewed as part of the school's Quality Review;
  - c. Parent surveys will be a vital part of the School's Progress Report process.
- 3. Information Technology High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:
- 4. Information Technology High School will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary, (and with the involvement of parents) its parental involvement policies.
  - a. An evaluation will be conducted at 2 spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security.
- 5. Information Technology High School will build the parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –
    - i. the State's academic content standards;
    - ii. the State's student academic achievement standards;
    - iii. the State's and local academic assessments including alternate assessments;
    - iv. the requirements of Title I, Part A;
    - v. how to monitor their child's progress and
    - vi. how to work with educators.
  - b. The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - i. Providing parent workshops and courses dealing with computer training;
    - ii. Special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners.

- c. With the assistance of the district and parents, the school will educate its teachers, pupil services personnel, supervisors and other staff, on how to reach out to, communicate with, and work with parents as equal partners, reinforce the value and utility of contributions of parents, and implement and coordinate parent programs and build ties between parents and the schools by:
  - i. Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations;
  - ii. Teachers will have daily access to phone messenger automated system to allow teachers to communicate with parents in a regular and easy manner.
- d. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:
  - i. school letters are translated and ELL students are provided with native language letters of school events;
  - ii. translation services information are posted in the school lobby in the appropriate native languages.

### Part III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY

#### COMPONENTS

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118- Parental Involvement- (e) Building Capacity for Involvement of the ESEA:

Other activities may include:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at various times.
- The school is developing appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students.

#### PART IV ADOPTION

Department of Education of the City of New York

INFORMATION TECHNOLOGY HIGH SCHOOL

Dr. Nancy E. Casella, Principal

This policy was adopted by Information Technology High School on XX/XX/10 and will be in effect for the period of 2010-11. The school will distribute this policy to all parents of participating Title I, Part A children on or before XX X, 2010.

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(Signature of Principal)

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(Date)

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.



## Information Technology High School

21-16 44<sup>th</sup> Road Long Island City, NY 11101

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Dr. Nancy E. Casella, Principal

# SCHOOL-PARENT COMPACT

For

SY 2010-2011

Information Technology High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

**This School-Parent Compact is in effect during school year 2010-11.**

Note: provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact.

## **PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

### School Responsibilities

Information Technology High School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
  - Each student will have a full program as mandated by New York State Department of Education. Instruction will be differentiated to ensure student academic success.
- Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:
  - Parent teacher conferences are held twice annually.
- Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
  - Student report cards are distributed 6 times a year and student promotion in doubt letters are sent home a minimum of twice a year.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities.

## Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Supporting my child's learning by making education a priority in our home by:
  - Making sure my child is on time and prepared everyday for school;
  - Monitoring attendance;
  - Talking with my child about his/her school activities everyday;
  - Scheduling daily homework time;
  - Providing an environment conducive for study;
  - Making sure that homework is completed;
  - Monitoring the amount of television my children watch;
    - participating, as appropriate, in decisions relating to my child's education;
    - promoting positive use of my child's extracurricular time;
    - participating in school activities on a regular basis;
    - staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
    - reading together with my child every day;
    - providing my child with a library card;
    - communicating positive values and character traits, such as respect, hard work and responsibility;
    - respecting the cultural differences of others;
    - helping my child accept consequences for negative behavior;
    - being aware of and following the rules and regulations of the school and district;
    - supporting the school discipline policy;
    - express high expectations and offer praise and encouragement or achievement;

## **PART II OPTIONAL ADDITIONAL PROVISIONS**

### **STUDENT RESPONSIBILITIES**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

Describe the ways in which students will support their academic achievement, such as:

- come to school ready to do our best and be the best;
- come to school with all the necessary tools of learning-pens, pencils, books, etc.
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's/class' rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for test and assignments;
- read at least 30 minutes every day outside of school time;
- read at home with our parents;
- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading;
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.

INFORMATION TECHNOLOGY High School will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;
- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to parents an individual student report about the performance of their child on the State assessment in English language arts and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, Information Technology High School will:

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams;
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118- Parental Involvement of Title I, Part A.
- work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving in issue of violation(s) of a Federal statute or regulation of Title I, Part A programs in provided to parents of students and to appropriate private school officials or representatives.

## SIGNATURES

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School Staff-Print Name

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Signature

---

Date

Parent(s)-Print Name(s)

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Student (if applicable) - Print Name

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(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

## Section I: Schoolwide Program (SWP) Required Components

**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.

ITHS has been using ARIS as an online student data and performance tracking application. ARIS provides teachers and administrators real time information on academic performance indicators such as elementary and middle school performance levels, performance on interim and predictive assessments such as, Acuity, progress towards credit accumulation and Regents exam performance. ARIS also provides attendance information and key demographic information such as ethnicity, gender, ELL/Special Education status, home language, and socioeconomic status. ARIS is accessible to all parents where they can track their children's progress online.

Other Data sources ITHS uses is an in-house Data base developed by the assistant principals and the data team to provide vital information about the students enrolled in ITHS where they could be tracked and receive the help needed in their classrooms.

Repeatedly the staff will be provided with professional development in how to use ARIS. Reports from ARIS will be incorporated into teacher assessments, faculty conferences, and departmental conferences.

2. Schoolwide 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.

- 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.
- Are consistent with and are designed to implement State and local improvement, if any.

ITHS has arranged for the Riis Settlement House CBO to provide after school and weekend AIS programs for all students to enhance and further student achievement and academic success. These programs include Regents Prep and AIS programs targeting literacy and numeracy of students. Additionally, the school's instructional portal, [www.ithsnyc.org](http://www.ithsnyc.org), provides students with 24/7 on-demand learning opportunities in each content area. ITHS has a wide variety of after-school and weekend enrichment programs that include but are limited to PSAL sports such as Varsity and JV football, cross-country, baseball, girls softball, indoor and outdoor track, wrestling, girls and boys basketball, girls and boys volleyball, fencing, student clubs such as soccer, Computer club, Band Sectionals, and Voice for Girls.

### 3. Instruction by highly qualified staff.

In looking at observations and having conversations with teachers, the principal has aligned expertise and license with assignment.

Currently, we will have no vacancies. We have looked at our students' needs and at our teachers' accomplishments and have created professional activities programs for the teacher to use this expertise, i.e. tutoring, mathematics curriculum development, ELA curriculum development, Science curriculum development, and CTE program 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.

Based on school needs identified in the prior Quality Review, the principal has arranged for ongoing professional development by CFN personnel to assist with improvement of teacher quality and student achievement through the development and use of curriculum maps. Curriculum mapping helps teachers plan and document instruction, build organizational coherence within courses, ensure sound planning, guide members of the school community to know what is going on in the classroom, ensures what needs to be covered gets covered, drives collaborative planning, and is an authentic artifact of work done during the year. The principal continues to build a professional library for teachers to utilize that provide resources for authentic assessment, classroom management, program design, curriculum development, methodological practices, etc. The school has established a 50 minute professional development period each Monday.

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

We have advertised vacancies on the NYCDOE Open Market. We will be hold interviews in the months of June, July, and August and ask perspective candidates, when feasible, to conduct a demonstration lesson as part of the interview process.

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

ITHS will hold Open House events on a regular basis. Additionally, the school provides tech training to parents throughout the year.

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.

There will be a variety of opportunities to look at assessments. We have monthly departmental meetings and monthly faculty conferences with teachers. We also have ongoing pupil personnel team meetings where teachers will be invited to discuss specific students who they feel are not progressing.

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.

There will be a variety of opportunities to look at assessments. We have monthly departmental meetings and monthly faculty conferences with teachers. We also have ongoing pupil personnel team meetings where teachers will be invited to discuss specific students who they feel are not progressing.

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.

Students who are having difficulty mastering the proficient or advance levels of academic achievement standards can participate in one or more of our AIS programs that includes but is not limited to NYS Regents Prep provided by Riis Settlement House CBO and/or in-school tutoring with teachers in Math, English, and ESL.

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.

In collaboration with the parent coordinator, guidance counselor, PTA, the 108<sup>th</sup> precinct, a variety of parent and student workshops will be available to discuss violence prevention, gang awareness, nutrition and teen pregnancy.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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<sup>1</sup> **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup> **Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:  
 – **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.

	<i>(i.e., Federal, State, or Local)</i>	<b>in the Schoolwide Program (✓)</b>			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	<b>each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.</b>	
		<b>Yes</b>	<b>No</b>	<b>N/A</b>		<b>Check (✓)</b>	<b>Page #(s)</b>
Title I, Part A (Basic)	Federal	X			521,231	X	
Title I, Part A (ARRA)	Federal	X			19,975	X	
Title II, Part A	Federal			X	-----		
Title III, Part A	Federal	X			16,820	X	
Title IV	Federal			X	-----		
IDEA	Federal	X			325,799	X	
Tax Levy	Local	X			3,917,759	X	

- 
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
  - **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
  - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
  - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.