



**HIGH SCHOOL OF COMPUTERS AND TECHNOLOGY**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 11/ X/ 275**

**ADDRESS: 800 EAST GUN HILL RD, BX, NY 10467**

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**SECTION I: SCHOOL INFORMATION PAGE**

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

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

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

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

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Barry Neil

**PRINCIPAL:** Bruce Abramowitz

**UFT CHAPTER LEADER:** Jeffrey Turner

**PARENTS' ASSOCIATION PRESIDENT:** Jimmy Isaac

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Ashley Otero

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

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

**SSO NETWORK LEADER:** Richard Cintron

**SUPERINTENDENT:** Doris Unger

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	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 High School of Computers and Technology is a small school, currently in its seventh year. We are located in the Evander Campus along with five other small schools. Our dedication to our students and commitment to providing excellent education has produced a great deal of success, which we feel can be attributed to three characteristics which collectively set us apart from any other school in the city:

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

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

**SECTION III – Cont’d**

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

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template 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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<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 type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input 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									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				<b>Students in Temporary Housing: Total Number</b>					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				<b>Recent Immigrants: Total Number</b>					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Total				(As of June 30)	2007-08	2008-09	2009-10		
<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				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<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	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(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				
				Number of Administrators and Other Professionals				
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals				
(As of October 31)	2007-08	2008-09	2009-10					
				<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				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
<b>Male</b>								
<b>Female</b>								

2009-10 TITLE I STATUS				
<input 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 type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input 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"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

## 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)			

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

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
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>							

### 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>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<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?
- 

In assessing our needs for the year, one need which presented itself did not come from our data but rather from the state. In January, the English Regents will change from a four-essay, two-day test taken over a cumulative 6 hours to a one-day, one-essay test given in a maximum of three hours. Moreover, the strategy for passing the tests is expected to change as well; with only one essay to write, the multiple-choice component will be a much more significant factor in passing the test than in the previous four-essay examination. The entire way that ELA teachers have been taught to approach the test will have to be re-imagined and revised and the curriculum adapted in pre-Regents grades to reflect these changes.

The school's Progress Report shows a pattern that has come to our attention. The passing rate for science-based Regents has been falling steadily over the last few years and as of the 2009-2010 school year has officially become the lowest-passing-percentage when compared to our peer horizon and the city horizon. This dubious distinction had previously fallen to the history Regents, particularly U.S. History, but with the success of the school's efforts last year to move U.S. History to the Junior year and support it by connecting it with the Junior English curriculum, the passing rates for history-based Regents have risen while the sciences have fallen. Some similar program as the effort used to turn U.S. History results around could be suitable for science as well.

Additional examination of our progress report revealed another worrying trend; the percentage of students earning 10 credits in their first year was 83%. Students earning 10 credits in their second year fell to 73% and by the third year that number fell further to 70%. This is alarming as it reveals that on average, students fail more and more classes as they progress in the school, a trend which should be reversed. This trend speaks directly to an additional problem the school has noticed for some time; in general, more students tend to fail our CTE computer repair classes as they progress through the years. This is alarming because computer repair is the heart and soul of our curriculum, and if students are finding the classes difficult, something needs to be done to support them in those classes.

However, the passing percentage in the third year is too low to be tied to a single class. The school has recognized the need for an additional approach that is more global and comprehensive in its scope if the school hopes to change this percentage, an approach that involves a change in every discipline.

## 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 template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, 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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1. Align English curriculum to prepare for new Regents format – In June 2011, the English Regents format will change from a two-day, four-essay test to a one-day, single-essay test with a greater emphasis on multiple-choice and short responses. The school has always counted the English Regents among its more successful administrations and is keen to keep those numbers up. Therefore, the curriculum will be modified to address the new format, with a greater emphasis placed on multiple-choice responses to written passages and short-answer responses to prompts. The school hopes to at least maintain last year's success rate – a 72% passing rate for Sophomores on the June 2011 administration.
2. Improve Science Regents passing percentages – Two years ago, the school adjusted its science curriculum by moving Living Environment from the 9<sup>th</sup> grade to the 10<sup>th</sup> grade and teaching Earth Science to the 9<sup>th</sup> grade in its place. The argument had been that more students would pass their required science Regents because the Earth Science exam was better suited for 9<sup>th</sup> grade skill sets. However, over the past two years Freshman passing rates in Earth Science have dropped steadily from the percentages usually seen when 9<sup>th</sup> graders were taking the Living Environment exam. Furthermore, more stringent exam requirements – specifically the practicum required before students can take the test - have rendered many students who miss the practicum day ineligible to even take the Earth Science exam. In June 2010, only 76% of 9<sup>th</sup> graders even sat for the exam and only 40% of those students passed the exam, which is just 31% of the 9<sup>th</sup> grade student body as a whole. The school plans to raise student passing rates on the 9<sup>th</sup> grade science Regents exam by 15%, from 31% to 45%. The 9<sup>th</sup> grade team will be supported through departmental meetings, professional development where applicable and increased lab make-up opportunities after school.
3. Create new CTE class for 9<sup>th</sup> grade that better supports computer repair course – From the school's inception, the CTE course progression has always been Microsoft Office Systems (MOS) in the 9<sup>th</sup> grade, A Plus Computer Repair in the 10<sup>th</sup> grade, Network Plus in the 11<sup>th</sup> grade and Internships in the 12<sup>th</sup> grade. The rationale for having MOS in the 9<sup>th</sup> grade was to give students computer literacy skills that would largely support them in their other core academic subjects – math, science, English and social studies. However, the class did not support the students well for what they faced in their future CTE classes, a course progression that deals primarily with computer repair and maintenance. Therefore, the support of computer-based literacy skills - using Microsoft Word, PowerPoint and Excel – will be pushed into the other academic subjects through project work while the 9<sup>th</sup> grade CTE course will change from MOS to Internet and Computer Core Certification (IC3) in order to better support the skills that students will need when faced with computer repair and maintenance. The long-term goals for this change include greater passing rates for CTE courses as well as the implementation of A Plus and Network Plus certification opportunities for students. However, for this year, the goal is to successfully integrate the new course into the 9<sup>th</sup> grade. This will be determined by the development of a rigorous, 10-month syllabus, the integration of the course into cross-curricular projects and team meetings and a similar passing rate to MOS, which was 77% in the 2009-2010 school year.

4. Have 100 percent of all Juniors participate in year-long portfolio assessment in all core disciplines – 100 Percent of 11<sup>th</sup> graders will keep year-long portfolios in each of their 5 core discipline classes: math, science, English, social studies and computers. The portfolios will be used to better promote rigor, literacy skills and self-reflection. The effort will be aided by classroom observation from coaches and administrators as well as through dedicated professional development sessions. The school expects the increased rigor and culminating project to affect the number of students earning 10 credits their junior year. In the 2009-10 school year, 70% of 11<sup>th</sup> graders earned 10 credits. The school expects to raise the number of 11<sup>th</sup> grade students earning 10 credits or more by 5%, from 70 to 75%.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, 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.

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

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By the June 2011 Regents, the school will have aligned the English curriculum to adjust for changes in the English Regents format so that passing rates will remain at 72%.</p>
<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></p>	<ul style="list-style-type: none"> <li>• Literacy coach will work with 9<sup>th</sup> and 10<sup>th</sup> grade teachers to prepare for format changes</li> <li>• Consultants from our partnering leadership organization will be brought in to English department meetings</li> <li>• Create a cache of multiple-choice questions connected to literary passages for student practice</li> <li>• Create a cache of short response questions connected to literary passages for student practice</li> </ul>
<p><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></p>	<ul style="list-style-type: none"> <li>• Create space in budget for per session for the development of practice questions designed to prepare students for the new format</li> <li>• Create time for discipline meetings every Friday by cancelling team meetings for the day in favor of discipline meetings. Coaches and instructional AP will visit the English meetings to ensure curriculum is being aligned and supported by grades not directly involved in Regents preparation</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>	<p>Passing rate of 72% or higher in June 2011 on the English Regents exam as determined by the STARS (formally HSST) Regents Exam Report Summary</p>

**Subject/Area (where relevant):** 9<sup>th</sup> Grade Science Regents

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the number of students passing a science Regents at the end of their freshman year will raise 15%, from 31% to 45%.</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>• Realign science curriculum and give Living Environment to incoming freshmen in place of Earth Science</li> <li>• Consultants from our partnering leadership organization will be brought in to science department meetings</li> <li>• One administrator will be partnered with the department for the year to observe progress and respond to departmental requests and needs</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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.</p>	<ul style="list-style-type: none"> <li>• Create space in budget for per session for afterschool lab make-ups so students will meet requirements to take the exam in June</li> <li>• Create time for discipline meetings every Friday by cancelling team meetings for the day in favor of discipline meetings. Coaches and instructional AP will visit the science meetings to ensure curriculum is being aligned and supported by grades not directly involved in Regents preparation</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>	<p>Passing rate of 45% or higher in June 2011 on the Living Environment Regents exam as determined by the STARS (formally HSST) Regents Exam Report Summary</p>

**Subject/Area (where relevant):** Implementation of Internet and Computer Core Certification Class

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By September 2010, the school will develop an Internet and Computer Core Certification (IC3) course for the 9<sup>th</sup> grade. By June 2011, the school will have implemented the IC3 course and have a passing rate of 77%.</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>• Professional development and observation opportunities will be sought for the teacher for the new course</li> <li>• Coaches and Instructional AP will observe instruction to ensure proper implementation of course curriculum and goals</li> <li>• Instructor will meet daily with 9<sup>th</sup> grade team to discuss cross-curricular alignment and student issues</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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.</p>	<ul style="list-style-type: none"> <li>• Budget will be aligned to include a teacher's salary for the course</li> <li>• Funds will be allocated to allow for purchase of course material (books, software, equipment, etc.)</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>• A syllabus for the IC3 curriculum will be developed by September 1<sup>st</sup>, 2010</li> <li>• Passing rate of 77% or higher in June 2011 for the course as determined by the STARS (formally HSST) Scholarship Report</li> </ul>

**Subject/Area (where relevant):** **Improved Passing Success Rate for Progress Report**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the school will raise the number of 11<sup>th</sup> grade students earning 10 credits or more by 10%, from 57 to 67%.</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>• Implement year-long portfolios in each of their 5 core discipline classes: math, science, English, social studies and computers</li> <li>• Use portfolios to better promote rigor, literacy skills and self-reflection</li> <li>• Introduce Positive Behavioral Interventions and Supports (PBIS) system to reinforce and reward positive behavior</li> <li>• Pair administrator with the 11<sup>th</sup> grade to sit in on team meetings, review data with the teachers and advise the team on how to best motivate students towards success</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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.</p>	<ul style="list-style-type: none"> <li>• Create space in budget for per session for afterschool tutoring</li> <li>• Bring consultants from our partnering leadership organization to 11<sup>th</sup> grade team meetings to discuss how to effectively implement portfolio assessments</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>	<p>By the 2011 progress report, the number of students earning 10 credits or more in the 11<sup>th</sup> grade will increase by 10%, from 57% to 67%.</p>

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

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

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

**Part B. Description of Academic Intervention Services**

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

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

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (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: 60 LEP 0 non-LEP

Number of Teachers 1 Other Staff (Specify) \_\_\_\_\_

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

<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		
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.		
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>	\$00.00	
<b>Other</b>	\$00.00	
<b>TOTAL</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.
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.

#### **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.  
All prepared documents are translated into Spanish prior to being published, mailed, or back packed home. We have four staff members employed full time that handle all interpretation needs.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.  
All parent and/or guardians are greeted by our Parent Coordinator who immediately determines their language needs. When translation services are needed we have four staff members employed full time that handle all interpretation needs.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
  - a. All parents/guardians are provided with a copy of the "Bill of Parents Rights and Responsibilities", which includes their rights regarding translation and interpretation services, at the beginning of each year and when new students are admitted during the year.

- b. Signs are posted at the entrance to our main office, in English and Spanish, indicating the availability of translated and interpretation services available and who to see if services are not immediately provided.
- c. Our safety plan is integrated into the Evander Childs Campus plan and ensures the all parents can gain access to the appropriate school offices.
- d. We constantly monitor the home languages of new students and if a family needs translation of a language other than Spanish we will immediately provide services through the DOE's translation and interpretation unit.
- e. When necessary and applicable we provide parents with the DOE's website to review their rights to translation and interpretation services.

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

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$318,341	\$259,125	\$577,466
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,183	\$2,591	\$5,774
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,917	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$31,834	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_%100\_\_\_\_\_

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.

\* 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.

**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.

### **High School of Computers and Technology**

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

#### Parental Involvement Strategy Policy

##### **I. Statement of Purpose**

Computers & Technology is committed to the goal of providing the highest quality education to prepare our students for academic, emotional, and social

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

## II. Parental Involvement in Developing the Policy

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

## III. Annual Meetings for Title I Parents

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

## IV. School - Parent Compacts

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

### SCHOOL - PARENT COMPACT

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

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

<b>THE SCHOOL AGREES</b>	<b>THE PARENT/GUARDIAN AGREES</b>
<p>To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>To offer a flexible number of meetings at various times, if necessary, and funds if available, to provide transportation, childcare or home visits for those parents</p>	<p>To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.</p> <p>To participate in or request technical assistance training that the local education</p>

<p>who cannot attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about <u>all</u> programs.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p> <p>To provide high quality curriculum and instruction.</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> <li>• Parent-teacher conferences at least annually</li> <li>• Frequent reports to parents on their children's progress</li> <li>• Reasonable access to staff</li> <li>• Opportunities to volunteer and participate in their child's class</li> <li>• Observation of classroom activities</li> </ul> <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies.</p>	<p>authority or school offers on child rearing practices, teaching, and learning strategies.</p> <p>To work with his/his child/children on schoolwork read for 25 to 30 minutes per day and listen for 15-30 minutes per day.</p> <p>To monitor his/her child/Children's:</p> <ul style="list-style-type: none"> <li>• Attendance at school</li> <li>• Homework</li> <li>• Behavior</li> </ul> <p>To share the responsibility for improved student achievement.</p> <p>To communicate with his/her child/children's teachers about their educational needs.</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</p>
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*We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.*

\_\_\_\_\_  
Signature of Principal/Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

## **V. Types of Parent Involvement**

Parent Involvement Activities will be fully integrated into the School's Improvement Plan process for academic accountability. Elements of this plan will include:

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

## **IV Matching Programs to the Needs of Our Community**

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

## **IV Staff/Parent Communication**

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

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

### **VIII. Evaluation**

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

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

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

## **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.

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

2. School wide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.

- 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.

The High School of Computers and Technology has embraced the small school reforms as described by New Visions and other partners in the small school movement. The reforms emphasize a small school's ability to reach every student so that all students can meet proficient and advanced levels of school academic achievement. As opposed to larger schools in which an individual student may "fall through the cracks," Computers and Technology is designed for more individual attention to the students, especially through its commitment to support collaborative grade teams of teachers that meet every day to discuss students issues and recovery strategies. Furthermore, the amount of learning time is extended through hour-long periods, after-school tutoring, summer school and summer Regents tutoring and the quality is addressed through student-centered classrooms that are project-based and use the workshop model. These and other successes are addressed in the needs assessment on page 9 and contribute to the previous year's 89.4% graduation rate.

3. Instruction by highly qualified staff.

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

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

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

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

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

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

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

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

N/A

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

## 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						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**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:** 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.

## **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, 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/ronlyres/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.)  
The High School of Computers and Technology currently has six students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.  
The school continually identifies students and our guidance counselors conduct interviews to assess needs. Both our guidance counselors and social worker will provide services as long as the student remains in temporary housing and we will continue for a period following their move to permanent housing to help them transition. Based on the needs assessment our PPS staff will develop services and programs that will best support these students. We encourage parents, of effected students, to participate in programs, training sessions, and the Parent Association to help them connect with the school. The staff is readily available to meet with the parents and the students to discuss any needs and if necessary to pass along information for the entire family to the appropriate support services.

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

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

N/A

**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>	High School of Computers and Technology					
<b>District:</b>	11	<b>DBN:</b>	11X275	<b>School</b>		321100011275

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.1	88.3	87.6
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	182	196	186				
Grade 10	166	169	179				
Grade 11	70	105	93				
Grade 12	72	70	98				
Ungraded	0	1	0				
<b>Total</b>	<b>490</b>	<b>541</b>	<b>556</b>				

<b>Student Stability - % of Enrollment:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	96.8	97.9	97.1

<b>Poverty Rate - % of Enrollment:</b>			
(As of October 31)	2008-09	2009-10	2010-11
	67.8	83.7	83.7

<b>Students in Temporary Housing - Total Number:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	3	17	7

<b>Recent Immigrants - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
	6	5	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	4	6	4	Principal Suspensions	47	65	48
# in Collaborative Team Teaching (CTT) Classes	35	55	61	Superintendent Suspensions	6	11	19
Number all others	26	33	38				

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	N/A	479	534

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	27	33	33
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	7	10
# receiving ESL services only	35	52	TBD	Number of Educational Paraprofessionals	0	0	0
# ELLs with IEPs	7	20	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
	11	15	62	% fully licensed & permanently assigned to this school	100.0	100.0	91.2
				% more than 2 years teaching in this school	33.3	36.4	66.7
				% more than 5 years teaching anywhere	48.1	54.5	51.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	74.0	70.0	75.8
American Indian or Alaska Native	0.8	0.7	0.5	% core classes taught by "highly qualified" teachers	93.8	92.8	87.6
Black or African American	38.6	37.2	35.6				
Hispanic or Latino	56.3	57.1	59.4				
Asian or Native Hawaiian/Other Pacific	3.3	3.5	3.4				
White	1.0	1.3	1.1				
<b>Male</b>	81.6	84.5	86.0				
<b>Female</b>	18.4	15.5	14.0				

#### 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:	v
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	
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	-
Black or African American				v	v	
Hispanic or Latino				v	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>4</b>	<b>4</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>	NR			
<b>Overall Score:</b>	87.5	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment: <i>(Comprises 15% of the</i>	8.3	Quality Statement 2: Plan and Set Goals				
School Performance: <i>(Comprises 25% of the</i>	25	Quality Statement 3: Align Instructional Strategy to Goals				
Student Progress: <i>(Comprises 60% of the</i>	42.2	Quality Statement 4: Align Capacity Building to Goals				
Additional Credit:	12	Quality Statement 5: Monitor and Revise				

<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>type here</b>	District <b>11</b>	School Number <b>275</b>	School Name <b>HS of Comp &amp; Tech</b>
Principal <b>Bruce Abramowitz</b>		Assistant Principal <b>Barry Neil</b>	
Coach <b>Rachel Durfee</b>		Coach <b>Patricia Jackson-McCollough</b>	
Teacher/Subject Area <b>Dorothy Sandra Gittens</b>		Guidance Counselor <b>Dorothy Madison/Alan Rosen</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>Michelle Gotay</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Heather Francis</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Richard Cintron</b>		Other <b>type here</b>	

### 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>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</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>569</b>	Total Number of ELLs	<b>60</b>	ELLs as Share of Total Student Population (%)	<b>10.54%</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.

### Identification Process

Students are identified for ELL services by accessing history reports from ATS and via the home Language Identification Survey. If it is determined the home language is other than English or the student's native language is other than English then an informal interview is administered in English and the native language. If it is determined that the student speaks a language other than English and speaks little or no English the Language Assessment Battery – Revised (LAB-R) or Spanish LAB is administered and hand scored by the certified ESL teacher, Ms. Dorothy Sandra Gittens. The result of the LAB-R or Spanish Lab determines final placement in ELL. Ms. Dorothy Sandra Gittens, a certified ESL teacher, is responsible for administering all phases of the identification process. Once identified as an ELL student they are further evaluated on a yearly basis, each spring, using the New York State English as a Second Language Achievement Test (NYSESLAT) to determine level of services needed or proficiency. During ninth grade orientation parents are advised, by the certified ESL teacher, using the DVD of the three program choices (Transitional Bilingual Education - TBE, Dual language - DL, Freestanding ESL). New admits to the school and those who do not attend the orientation are contacted individually to present the options for ELL students using the DVD. All ELL selections and student placements are completed within 10 school days of the admission of the student. Critical to the success of the Identification Process is the completion of the Parent Survey and Program Selection form. Therefore, this form is distributed and completed at the time of admission or during the ninth grade orientation. This ensures that the parent/guardian has complete direction in program selection and that this is done in a timely manner. Entitlement letters are then mailed to the parent/guardian's home. Should we be unable to have a returned form for a student then TBE would be selected for the student as per CR Part 154. The selection of instructional program (Bilingual or ESL) is done in complete consultation with the parent/guardian of the student. This consultation is done in the parent/guardian's native language whenever possible. Names of students who parent's select TBE will be added to a list. When the list contains 20 names in any one grade, the school will create a bilingual program. Review of the Parent Survey and Program Selection forms over past few years shows one selection for Bilingual and all remaining selections to be ESL. Following from these requests we offer only ESL services and have helped relocate the one ELL student selecting Bilingual services to another school that offers that program. The ESL coordinator and the Assistant Principal annually evaluate each ELL's progress and appropriate placement using the NYSESLAT results.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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> <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>										0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										29	21	4	6	60
<b>Push-In</b>										0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	29	21	4	6	60

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	11	Special Education	9
SIFE	11	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	29



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	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>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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



<b>Freestanding English as a Second Language</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Spanish										18	19	6	8	51
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	2	0	0	2
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	1	0	0	1
Other										3	2	0	1	6
<b>TOTAL</b>	<b>0</b>	<b>21</b>	<b>24</b>	<b>6</b>	<b>9</b>	<b>60</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.

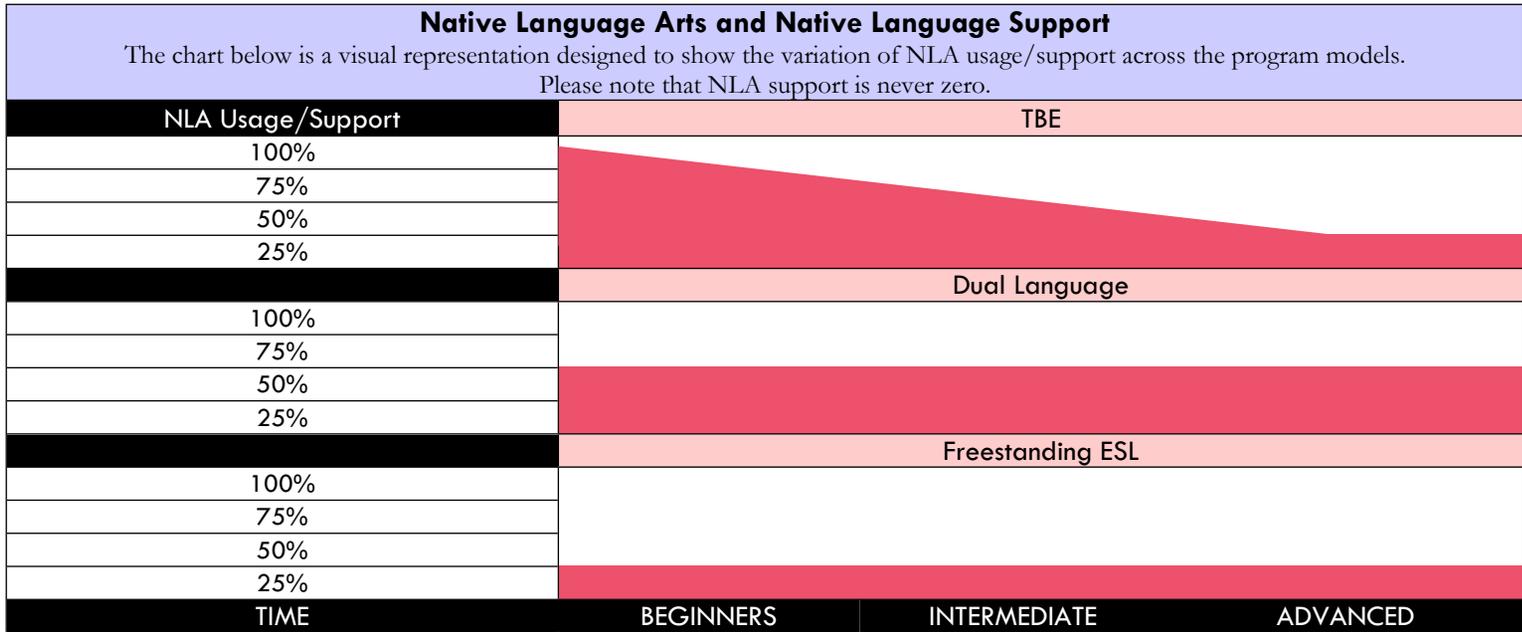
#### Programming and Scheduling Information

The following is a breakdown of the ESL student by grade: 29 in the 9th grade, 21 in the 10th grade, 4 in the 11th grade and 6 in the 12th grade. There are 9 ELL students who are also Special Education. Of the 60 ELL students 11 are SIFE, 11 are newcomers (0-3 yrs), 20 are in the 4 to 6 years of service category and 29 are long-term (7+ yrs). All ELL students are ESL and of those in the 0-3 years of service category 2 are SIFE and 0 are Special Education; of the 4 – 6 year category 5 are SIFE and 1 are Special Education; and in the 7 + years of service category 4 is SIFE and 8 are Special Education. Transitional Bilingual Education and Dual Language programs are not offered. Within ESL there are 29 9th graders, 21 10th graders, 4 eleventh graders and 12 12th graders, totaling 41 who are Spanish speaking; 2 10th graders are French speakers; 1 10th grader is an Albanian speaker while 3 9th graders, 2 10th graders, 0 11th grader and 1 12th grader speak other languages. ELL students are serviced using Self-Contained and Push-In models. The students are programmed by using a Heterogeneous model for ESL classes and mainstreamed classes. All ELL students benefit from team teaching provided an English teacher, an ESL teacher and a Special Education teacher where warranted, using the CTT model. All levels of ELL receive 300 minutes of Self-Contained instruction (1 hour each day) and 250 minutes (10 minutes 5 periods each day) of Push-In instruction each week. Advanced students are given additional ELA instruction time with the Push-In instruction. The strategies employed include differentiated instruction based on student's abilities and learning styles, on-going assessments and ESL methodologies. Some instructional

approaches used to make the content more comprehensible are chunking, cooperative learning and reading and writing workshops. The read aloud modeling has proved effective; as has student paring and group work using Point of Entry Model. English is used for instruction in all classes. SIFE students are grouped based on their skills to receive intervention during the school day as well as for additional instruction during After school programs. SIFE students are supported through the push in model in their content area classes. Student progress will be assessed each marking period in order to evaluate and revise interventions as appropriate. Students work in small homogeneous groups for teachers to ensure that students grasp concepts; and in heterogeneous groups to encourage participation in discussions with peers in order to support their comprehension of a given topic or assignment. Teachers across all content areas use research based instructional strategies to include: activate prior knowledge; providing a print rich environment; engaging students in hands on activities; using realia, props, model activities; activating higher order thinking skills through sorting, categorizing, charting, diagramming; explicitly teaching vocabulary. Native language support is provided in all classes throughout the school day.

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

<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



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?

The school offers a range of intervention services for ELLs to include:

- PD on ELL strategies for content area teachers
- Inquiry teams examining the progress of ELLs
- After school tutoring in content areas along with NL support
- Integrating technology with instruction

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

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

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

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

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

the ESL class.

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

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

### 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)?

Dual Language Program is not offered

### 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

Four hours each month and 2 full days per year of Professional Development is provided to all staff who are involved with ELL's and include AP's, subject area teachers, secretaries, and the parent coordinator. The ESL teacher and content area teachers are encouraged to attend training provided by NYCDOE, BETAC, QTEL Institutes. During the 2 full days per year of Professional Development and periodically during the 4 hours per month of Professional Development topics related to the support and service of ELL students are presented. These include, but are not limited to: ESL strategies, testing accommodations, ELL identification protocols, stages of second language acquisition, analyzing ELL data, push-in reading, and best practices in supporting students as they transition to our school and/or progress from grade to grade. In addition, the ESL teacher participates in multiple school inquiry teams to support content area teachers' instruction of ELLs and students' progress. Attendance records are maintained to ensure all staff receive a minimum of 7.5 hours of ELL training.

### 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?

#### Parental Involvement

Parents are encouraged to participate in programs, such as parent orientation, parent meetings, School Leadership Team, small group workshops and to be members of the Parent's Association. Translated materials are distributed at each meeting. Topics include, but are not limited to: NYS Standards, curriculum, state assessments, NYSESLAT, student projects, credit accumulation and graduation requirements. To further assist these parents the school partners with the South Bronx Overall Development Organization, Vision Education Media, Verizon and other neighborhood programs. As parents respond to various surveys, the school establishes new programs to address

the needs and provides support as long as needed including: ARIS training, meetings on graduation requirements and state assessments.

# 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)										0	1	0	0	1
Intermediate(I)										10	15	3	5	33
Advanced (A)										11	8	3	4	26
Total	0	0	0	0	0	0	0	0	0	21	24	6	9	60

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										0	0	0	0
	I										1	2	0	0
	A										7	3	3	0
	P										15	27	2	8
READING/ WRITING	B										1	1	0	0
	I										8	13	3	3
	A										10	7	2	4
	P										4	11	0	1



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	12	0	4	0
Math <u>Int Algebr</u>	41	0	4	0
Math <u>Geometry</u>	3	0	0	0
Biology				
Chemistry				
Earth Science	30	0	1	0
Living Environment	12	0	3	0
Physics	1	0	0	0
Global History and Geography	17	0	2	0
US History and Government	8	0	1	0
Foreign Language	2	0	2	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				



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

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

### Assessment Analysis

The results of the spring 2009 NYSESLAT testing are:

	9	10	11	12	Total
Beginner	0	1	0	0	1
Intermediate	10	15	3	5	33
Advanced	11	8	3	4	26
Total Tested	21	24	6	9	60

The NYSESLAT modality results are:

		9	10	11	12
Listening/Speaking	B	0	0	0	0
	I	1	2	0	0
	A	7	3	3	0
	P	15	27	2	8
Reading/Writing	B	1	1	0	0
	I	8	13	3	3
	A	10	7	2	4
	P	4	11	0	1

The results of the 2009 – 2010 Regents exams are listed below (note: all students chose to take the exams in English).

Exam	Number Took Exam	Number Passed Exam
Comprehensive English	12	4
Integrated Algebra	41	4
Integrated Geometry	3	0
Earth Science	30	1
Living Environment	12	3
Physics	1	0
Global History and Geography	17	2
US History and Government	8	1
Foreign language	2	2

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

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

### **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)
Bruce Abramowitz	Principal		
Barry Neil	Assistant Principal		
Heather Francis	Parent Coordinator		
Dorothy Sandra Gittens	ESL Teacher		
Michelle Gotay	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Rachel Durfee	Coach		
Particia Jackson-McCollough	Coach		
Dorothy Madison/Alan Rosen	Guidance Counselor		
Richard Cintron	Network Leader		
	Other		

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

**School DBN: 11X275**

*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:	\$332,873.	\$299,709.	\$576,327.
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,328.	\$2,997.	\$6,325.
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,643.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$33,287.	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

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.

\* 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**.

### Parental Involvement Policy

#### **I. Statement of Purpose**

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

#### **II. Parental Involvement in Developing the Policy**

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

#### **III. Annual Meetings for Title I Parents**

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

#### **IV. School - Parent Compacts**

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

## **V. Types of Parent Involvement**

Parent Involvement Activities will be fully integrated into the School's Improvement Plan process for academic accountability. Elements of this plan will include:

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

Some of these activities may include:

  - Open House
  - Athletic events
  - Workshops
  - Homework Tips for Parents
  - Child Health

## **IV Matching Programs to the Needs of Our Community**

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

## **IV Staff/Parent Communication**

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

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

### **VIII. Evaluation**

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

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

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

***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.

## SCHOOL - PARENT COMPACT

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

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

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

**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.

## **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.

In assessing our needs for the year, one need which presented itself did not come from our data but rather from the state. In January, the English Regents will change from a four-essay, two day test taken over a cumulative 6 hours to a one-day, one-essay test given in a maximum of three hours. Moreover, the strategy for passing the tests is expected to change as well; with only one essay to write, the multiple-choice component will be a much more significant factor in passing the test than in the previous four-essay examination. The entire way that ELA teachers have been taught to approach the test will have to be re-imagined and revised and the curriculum adapted in pre-Regents grades to reflect these changes.

The school's Progress Report shows a pattern that has come to our attention. The passing rate for science-based Regents has been falling steadily over the last few years and as of the 2009-2010 school year has officially become the lowest-passing-percentage when compared to our peer horizon and the city horizon. This dubious distinction had previously fallen to the history Regents, particularly U.S. History, but with the success of the school's efforts last year to move U.S. History to the junior year and support it by connecting it with the Junior English curriculum, the passing rates for history-based Regents have risen while the sciences have fallen. Some similar program as the effort used to turn U.S. History results around could be suitable for science as well.

Additional examination of our progress report revealed another worrying trend; the percentage of students earning 10 credits in their first year was 83%. Students earning 10 credits in their second year fell to 73% and by the third year that number fell further to 70%. This is alarming as it reveals that on average, students fail more and more classes as they progress in the school, a trend which should be reversed. This trend speaks directly to an additional problem the school has noticed for some time; in general, more students tend to fail our CTE computer repair classes as they progress through the years. This is alarming because computer repair is the heart and soul of our curriculum, and if students are finding the classes difficult, something needs to be done to support them in those classes. However, the passing percentage in the third year is too low to be tied to a single class. The school has recognized the need for an additional approach that is more global and comprehensive in its scope if the school hopes to change this percentage, an approach that involves a change in every discipline.

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

At Computers and Technology we use an extended day/year program that includes before school (AM school), after school (PM school), Saturday school, and holiday/vacation school to support our weakest learners and provides access to all students that need additional support. We also have a sustained reading program that all students participate in that includes independent silent reading using materials for each of the major disciplines. We have partnered with Project Read to implement reading skill classes to our lowest level students and created small skill based classes in math with the same focus. Through our Inquiry Teams we identify strategies that help improve AIS services for all students.

In addition, as a CTE school, we offer every child a full four year sequence in career exploration and 21<sup>st</sup> century computer skills. We use the “fifth major” as a focus for project based learning for all students. We also start college/post secondary education exploration in our 9<sup>th</sup> grade advisory classes, and continue with this focus through the 10<sup>th</sup> and 11<sup>th</sup> grades with the college advisor pushing into all classes and taking students on trip to explore various colleges, and culminates during the 12<sup>th</sup> grade with all students taking a college preparedness class which requires all student to apply for college.

### 3. Instruction by highly qualified staff.

All our staff is currently highly qualified as per the NYS Beds survey.

### 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.

We have a SBO (school based option) that allows for two hour blocks of professional development two Fridays each month. In addition we take advantage of any PD offered by our CFN, the DOE, NYSED, and community based

organizations that will assist our staff in improving instruction, student engagement, behavior, guidance, and parental involvement.

PD is planned by our instructional team, which includes administrators, teachers, PPS, support staff, students, and parents, with a high focus on data provided from our source systems (ARIES, STARS, ATS, NYS Report card, Progress reports, etc.), inquire teams, teacher surveys, and student and parent focus groups.

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

We use all resources provided by the DOE such as recruitment fairs, the open market hiring system, NYC Teaching fellows, Teach For America, etc., along with the NYS teacher repository.

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

We employ a full time parent coordinator to devise and implement a selection of parent training workshops focusing on literacy, numeracy, career, college, student learning skills, behavior management, and technical skills. In addition we partner with FECS and Montifiore hospital to offer families a full service health clinic that provides medical, dental, optical, and mental health services.

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.

NA

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.

Our school is programmed around a grade team model that affords teachers a common prep period everyday. This period is devoted to improving student achievement through a team approach to AIS, assessment, behavior modification, parental outreach/involvement, and data review. We empower teachers, as specialist in their disciplines, to use varied teacher made assessments along with the mandatory state assessments. Using these results we modify instruction, with the guidance of our instructional team, to engage all students at a point of entry appropriate for each student.

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 are identified by teachers, scholarship reports, standardized exams, and other assessment tools and are immediately offered tutoring through AM school, PM school, Saturday school, lunch time tutoring, and holiday school. Students that fail any marking period are mandated to utilize these services and they are programmed accordingly.

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.

We utilize all programs offered by the Federal, State, DOE, and our support network.

## **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
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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.
- **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.

						program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	(✓)			279,615	(✓)	
Title I, Part A (ARRA)	Federal	(✓)			296,712	(✓)	
Title II, Part A	Federal						
Title III, Part A	Federal	(✓)			15,000	(✓)	
Title IV	Federal						
IDEA	Federal	(✓)			67,674	(✓)	
Tax Levy	Local	(✓)			3,183,987	(✓)	