



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : HIGH SCHOOL OF COMPUTERS AND TECHNOLOGY_____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X275_____

PRINCIPAL: BRUCE ABRAMOWITZ **EMAIL:** BABRAMO2@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: GERALDINE TAYLOR-BROWN_____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Bruce Abramowitz	*Principal or Designee	
Jeff Turner	*UFT Chapter Leader or Designee	
Sylvia Hernandez	*PA/PTA President or Designated Co-President	
Nancy Feliz	DC 37 Representative, if applicable	
Tatiana Severino	Student Representative	
Luz Pena	Student Representative	
Joyce Saintelot	Member/ UFT	
Marty Levine	Member/ UFT	
Brenda Brown	Member/ Parent	
Geneviere Tipson	Member/ Parent	
Michelle Gotay	Member/ Parent	
Jimmy Isaacs	Member/ Parent	
	Member/	

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

The school will improve teacher effectiveness by developing a continuing cycle of formal, informal, and peer observations to support daily instruction. Principals, APs, and teachers will conduct 8 formative observations (formal, informal, and/or peer) for each teacher using selected components of a research-based rubric to provide meaningful feedback.

Comprehensive needs assessment

Goals one and two were devised largely in response to the increased expectation of incorporating the NYS Common Core Learning Standards (CCLS) into the school curricula. In September, the city announced that schools would be expected to have fully integrated the CCLS into classes by the end of the 2011-2012 school year, a full year ahead of the previous schedule. Goal one was developed to help teachers get there, through peer and administrative observation geared towards evaluating the classes' alignment with CCLS. Teachers and administrators will use components designed from Danielson's research-based rubric for assessing teacher effectiveness.

Instructional strategies/activities

- 1) The instructional team will select/develop a research-based rubric for use in all observations based off of Danielson's rubric for teacher effectiveness by November 1st, 2011.
- 2) The professional development committee will develop and implement a coherent PD plan for teachers that integrates the selected components of a research-based rubric. PDs will happen intermittently throughout the year during the 2-hour Friday PDs.
- 3) The instructional team will set up and follow a schedule for teacher observation and feedback using the research-based rubric developed from Danielson. The schedule will be drawn by November 1st, 2011 and implemented weekly.

Strategies to increase parental involvement

All CEP goals were made in consultation with the School Leadership Team (SLT), a body comprised of staff and parents. Furthermore, the staff-to-parent communication system outlined in the Parent Involvement Policy (PIP) will be enacted to keep parents apprised of individual student goals as well as school-wide or grade-wide goals in order to encourage involvement. Finally, all communication will be transparent and respectful so as to foster the school goal of strengthening a culture of mutual respect and understanding.

Strategies for attracting Highly Qualified Teachers (HQT)

All of our teachers are highly qualified as defined by NCLB.

Service and program coordination

The goal has been devised to work within guidelines put forth by the national and local movements to integrate Common Core Learning Standards.

Budget and resources alignment

The school will use tax levy, title I and title III monies as applicable.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Teachers will complete curriculum units and student tasks aligned to the Common Core Learning Standards. Teachers will complete and implement one performance task aligned with the common core standard that asks them to read and analyze informational texts and write opinions and arguments in response so that by June, 100% of teachers will have teacher-developed tasks and rubrics aligned to the Common Core along with samples of student work.

Comprehensive needs assessment

Goals one and two were devised largely in response to the increased expectation of incorporating the NYS Common Core Learning Standards (CCLS) into the school curricula. In September, the city announced that schools would be expected to have fully integrated the CCLS into classes by the end of the 2011-2012 school year, a full year ahead of the previous schedule. To meet this increased demand, goal two was developed as a means for teachers to demonstrate their ability to fully integrate the CCLS into their daily work and assessment.

Instructional strategies/activities

- 1) The instructional team will provide professional development in common core standards performance tasks. The professional development will be provided intermittently throughout the year's 2-hour Friday PDs.
- 2) Teachers will develop a Common Core-aligned unit of study that incorporates opportunities for students to conduct research and use supporting evidence. 100% of teachers will have this by May 2011.
- 3) Teachers will meet weekly in department teams to assess student work and plan lessons that demand evidence to support a claim. Teachers will meet every Friday for an hour in department meetings.

Strategies to increase parental involvement

All CEP goals were made in consultation with the School Leadership Team (SLT), a body comprised of staff and parents. Furthermore, the staff-to-parent communication system outlined in the Parent Involvement Policy (PIP) will be enacted to keep parents apprised of individual student goals as well as school-wide or grade-wide goals in order to encourage involvement. Finally, all communication will be transparent and respectful so as to foster the school goal of strengthening a culture of mutual respect and understanding.

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The goal has been devised to work within guidelines put forth by the national and local movements to integrate Common Core Learning Standards.

Budget and resources alignment

The school will use tax levy, title I and title III monies as applicable.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

The school will improve the school environment and culture so that more students report feeling comfortable talking to teachers and/or support staff about both academic and/or social issues that are bothering them. 60% of students will feel comfortable speaking with adults at school about issues as indicated by the Learning Environment Survey, an increase of 10%.

Comprehensive needs assessment

Goal three was devised in response to a steady decrease in student responses to the Learning Environment Survey question, "How comfortable are you talking to teachers and other adults at your school about something that is bothering you?" In the past year, this question hit an all-time low at 50% responding in the favorable range. This question's low score was particularly disturbing as it speaks to the school's small-school culture. One of the cornerstones of the High School of Computers and Technology's original vision was a small school atmosphere where student-to-teacher connections would keep students from "falling through the cracks." If this is failing, then the school believes academic failure is not far behind. Goal three was devised in response to this perception and as a preemptive strike against students who may turn off without a sense that there is an adult somewhere in school that cares for him or her.

Instructional strategies/activities

- 1) The school will implement regular town hall meetings that promote students comfort with sharing thoughts and issues with staff. Town Hall meetings will be scheduled at least once per marking period for every grade.
- 2) The school will program advisory classes to create an environment conducive to students sharing relevant feelings. The classes will be programmed by September 8th, 2011 and the advisory curriculum will reflect the focus on sharing feelings by November 1st, 2011.
- 3) Staff will "adopt" students through our grade team structure in order to make kids feel more welcome and comfortable talking with adults. Students will be identified and paired with staff during grade team meetings no later than November 1st, 2011.

Strategies to increase parental involvement

All CEP goals were made in consultation with the School Leadership Team (SLT), a body comprised of staff and parents. Furthermore, the staff-to-parent communication system outlined in the Parent Involvement Policy (PIP) will be enacted to keep parents apprised of individual student goals as well as school-wide or grade-wide goals in order to encourage involvement. Finally, all communication will be transparent and respectful so as to foster the school goal of strengthening a culture of mutual respect and understanding.

Strategies for attracting Highly Qualified Teachers (HQT)

All of our teachers are highly qualified as defined by NCLB.

Service and program coordination

The national educational intervention system PBIS (Positive Behavioral Interventions and Supports) will be used to reward positive behavior and in-school peer mediators will be used to help students learn how to talk through their problems.

Budget and resources alignment

The school will use tax levy, title I and title III monies as applicable.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

The school will reduce the number of dean referrals from the freshmen team by creating a culture of mutual respect and understanding between students. The number of teacher referrals to the dean will decrease from 137 (2010-2011 school year) to 120 or less during the 2011-2012 school year, a decrease of 13%.

Comprehensive needs assessment

Goal four was devised in response to an increasing number of dean referrals for freshmen students. This is unacceptable as behavior begun in the freshman year becomes increasingly difficult to modify the longer it persists. A solid foundation of respect and understanding between students will go a long way towards decreasing dean referrals in other grades as well as the students make their way through high school. Last year, dean referrals in the freshmen class reached a high of 137 referrals. The school aims to bring that number down to 120 referrals or less for the year, a decrease of 13%.

Instructional strategies/activities

- 1) The PBIS team will develop, train and implement a peer mediation program. The students will be trained and actively mediating by no later than the end of November.
- 2) Teachers and staff will use the PBIS program to support positive student behaviors. An online system to record and save student PBIS rewards will be available to teachers and staff by the end of September. Afterwards, the system will be used daily.
- 3) The school will use advisory classes and town hall meetings to promote mutual respect between students.
- 4) The teachers will use a team/student adoption system to offer students a comfortable and safe environment in which to discuss issues before they become a disciplinary problem.

Strategies to increase parental involvement

All CEP goals were made in consultation with the School Leadership Team (SLT), a body comprised of staff and parents. Furthermore, the staff-to-parent communication system outlined in the Parent Involvement Policy (PIP) will be enacted to keep parents apprised of individual student goals as well as school-wide or grade-wide goals in order to encourage involvement. Finally, all communication will be transparent and respectful so as to foster the school goal of strengthening a culture of mutual respect and understanding.

Strategies for attracting Highly Qualified Teachers (HQT)

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Service and program coordination

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Budget and resources alignment

The school will use tax levy, title I and title III monies as applicable.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	75	75	75	75	46	46	46	1
10	50	55	65	50	38	38	38	0
11	40	40	34	42	11	11	11	0
12	7	5	0	35	18	18	18	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

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

<p>At-risk Services provided by the Guidance Counselor</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>At-risk Services provided by the School Psychologist</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>At-risk Services provided by the Social Worker</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>At-risk Health-related Services</p>	<p>We have one Health Para who provides services to one of our ninth graders during the course of the day and one Crisis Para who works with another ninth grader.</p>

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.

Together We Can Make A Difference!

SCHOOL - PARENT COMPACT

HIGH SCHOOL OF COMPUTERS & TECHNOLOGY

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

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Jose Ruiz Lawrence Pendergast	District 11	Borough Bronx	School Number 275
School Name High School of Computers and Technology			

B. Language Allocation Policy Team Composition

Principal Bruce Abramowitz	Assistant Principal David Wills
Coach Rachel Durfee	Coach Patricia Jackson-McCollough
ESL Teacher Dorothy Sandra Gittens	Guidance Counselor Dorothy Madison/Alan Rosen
Teacher/Subject Area type here	Parent Sylvia Hernandez
Teacher/Subject Area type here	Parent Coordinator Heather Francis
Related Service Provider type here	Other ELL Coordinator - David Wills
Network Leader Lawrence Pendergast	Other type here

C. 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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	557	Total Number of ELLs	60	ELLs as share of total student population (%)	10.77%
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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. 

1a. At the High School of Computers and Technology (HSCT) the initial identification process of students who may possibly be ELLs begins with the Home Language Identification Survey (HLIS). Our ELL coordinator administers the HLIS (in English and in the parents' preferred language) to all parents or guardians of newly enrolled students. If the parents/guardians indicate on the HLIS that their child speaks a language other than English, an informal interview is conducted in English and in the child's native language to further confirm that the student's home language is other than English. Following the interview, the child is administered the Language Assessment Battery Revised (LAB-R). Performance on the LAB-R will determine a child's entitlement to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, the Spanish LAB to determine language dominance will be administered. The results from the LAB-R and/or Spanish LAB determines final placement in ELL programs and services.

1b. Every step in the identification process (HLIS, informal interview, administration of the LAB-R/Spanish LAB, new parent orientation, parent notifications) and placement of ELLs are administered by the trained ESL Coordinator (Assistant Principal and ELA certified) and the ESL certified teacher. Translations and translators are provided by school based staff who speak the students' home language as well as by the Translation and Interpretation Unit, as needed. All communications with the parents (interviews, notification letters, parent orientation video) are provided in English and in the parents' preferred language. The ESL teacher and trained staff conduct an ELL parent orientation for parents of newly identified ELLs, within 10 days of student enrollment.

1c. Once identified as entitled, ELLs are further evaluated on a yearly basis, using the NYSESLAT to determine services needed or proficiency. We ensure all four components of the NYSESLAT are administered by impressing upon students the purpose and the importance of the exam that indicate student progress, and scheduling each component according to the prescribed exam timeline. We distribute the parents' NYSESLAT brochure, available in English and in the parents' preferred language along with letters that advise parents and students of the NYSESLAT schedules.

2. During the orientation, parents/guardians view the NYCDOE parent orientation video that informs them of the three different programs that the DOE offers (Transitional Bilingual Education-TBE, Dual Language-DL, Freestanding ESL.) The video is shown in the parents' preferred language. Parents/guardians complete the Parent Survey and the Program Selection Form which indicates the program that the parent/guardian is requesting for their child. 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. 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 new parent orientation. This ensures that the parent/guardian has complete choice in program selection and that this is done in a timely manner.

3. The ELL Coordinator is responsible for the distribution of entitlement and placement letters as well as collecting the parent survey and program selection forms from the parents at the orientation meeting. Copies of all notifications are maintained by the ESL coordinator and the ESL teacher in the ESL coordinator's office files.

4. All ELLs are placed within 10 days of enrollment; placement is based on the students' LAB-R results and the parents' program selection form. Entitlement letters and placement letters are then mailed to the parent/guardian's home. Should we be unable to retrieve a returned form for the student then TBE would be the default selection for the student as per CR Part 154. The selection of

instructional program model is done in the parent/guardian's native language whenever possible. Names of students whose parents select TBE will be added to a waiting list. When the list contains 20 names in any one grade requesting bilingual in the same language, the school will notify the parents and create a bilingual program that honors the parents' program request.

At the beginning of each school year, Continuation of Entitlement letters are sent to parents of all current ELLs to advise them of the students' May NYSESLAT scores and current placement. Copies of the HLIS, parent survey, program selection forms, all parent notification letters are maintained by the ESL coordinator in the ESL file in his office. All letters and notification are provided in English and in the parents' preferred language.

5. A review of the Parent Survey and Program Selection forms over the past few years shows one selection for Bilingual and all remaining selections to be ESL.

6a. The freestanding ESL program we offer is aligned with parents' request.

The roster of ELLs who are eligible for the NYSESLAT can be accessed via RLER-NYSESLAT on ATS. The ESL Coordinator and the ESL teacher ensure that all ELLs take the NYSESLAT annually, as well as evaluate each ELL's progress and appropriate placement based on the test results. ATS reports used to analyze NYSESLAT results include the RNMR and the RLAT. The RLER-LAB reports are run weekly to ensure that all newly admitted students will be appropriately placed within 10 days of enrollment.

For students who transfer to our school, the ESL Coordinator determines the students' ELL placement based on their performance on the NYSESLAT. Various ATS reports used include: RNMR, RLER, RHSP. All ELLs are placed within 10 days of enrollment.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
Self-Contained										23	23	9	5	60
Push-In										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	23	23	9	5	60

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	18
SIFE	24	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	28

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	10	2	1	22	6	0	28	2	0	60
Total	10	2	1	22	6	0	28	2	0	60

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0

**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	
	EL L	EP																		
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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
TOTAL	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: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										20	20	7	5	52
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French												2		2
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian										1				1
Other										2	3			5
TOTAL	0	23	23	9	5	60								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. ELL students are serviced using Self-Contained and Push-In models.

1b. The students are programmed by using a Heterogeneous model for ESL classes and mainstreamed classes.

2a. All ELL students benefit from team teaching provided by an English teacher, an ESL teacher and a Special Education teacher where warranted, using the CTT model. As per CR Part 154, Beginning ELLs must receive 540 minutes, Intermediate ELLs must receive 360 minutes and Advanced ELLs must receive 180 minutes of ESL and 180 minutes of ELA instruction. At HSCT, all levels of ELL proficiency 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 receive 180 minutes of ELA instruction in addition to 180 minutes of ESL.

3. Content areas are delivered in English with native language support. The ESL teacher collaborates with content area teachers to monitor ELLs' progress and to share effective ESL strategies. The strategies employed by all teachers at HSCT include: differentiated instruction based on 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 pairing and group work using Point of Entry Model. English is used for instruction in all classes along with native language support. Student progress will be assessed each making 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. The ESL teachers and teachers across all content areas use research-based instructional strategies to include: activating prior knowledge; providing a print rich environment; engaging students in hands on activities; using realia, props, model

A. Programming and Scheduling Information

activities; activating higher order thinking skills through sorting, categorizing, charting, mapping, diagramming; explicitly teaching vocabulary. Native language support is provided in all classes throughout the school day. Technology is used to enhance instruction and amplify content across subject areas.

4. ELLs are assessed through the Spanish Lab as appropriate. In addition, the state-provided Regents exams are provided in English as well as their native language. Finally, students are given the option to respond using English or their native language on Regents exams as well as classroom-generated assessments.

5a. SIFE – Students with Interrupted Formal Education are grouped based on their skills to receive intervention during the school day as well as for additional instruction during Afterschool and Saturday programs. SIFE students are supported through the push-in model in their content area classes. Teachers across all subject areas ensure that the four modalities, listening speaking, reading, writing are addressed in their lessons. They consistently utilize exemplary works, differentiated instruction, small group work, graphic organizers, authentic materials and technology to support the SIFEs. In addition, students are invited to attend after school tutoring or during their free periods during the school day to further strengthen their academic areas of need. We increase our social and emotional support for these ELLs through our guidance department. The ESL and content area teachers also increase their communications with the parents of the identified students.

5b. Newcomers – Students are programmed for Freestanding ESL classes, push-in services and after school and tutoring services to assist them in their language development and cultural awareness. Students are provided instruction with the goal of simplifying language and amplifying content. Strategies include hands-on demonstrations, opportunities for role play, journal writing using native language or pictures. Students are taught basic vocabulary and are provided print rich materials to support their oral language development.

5c. ELLs receiving service 4-6 years – Students benefit from freestanding ESL classes, push-in services and after school and tutoring services to strengthen their language acquisition skills. Instruction focuses on explicit vocabulary building and intensive academic literacy skills building. Teachers across content areas incorporate building skills for reading and analyzing informational texts, as well as writing opinions and arguments in response, in their instruction.

5d. Long Term ELLs (7+ years) – Our LTEs have near-native level of speech. Instruction includes: expand on figurative languages study, build academic language skills, focus on reading and analyzing non-fictional texts and writing opinions/arguments in response, and strengthen notetaking skills working with extended reading and listening passages. In addition to explicit vocabulary building and intensive academic literacy skills building, counselors and school support staff offer intensive social-emotional support to LTEs.

6. Students with disabilities – SWD-ELLs are appropriately served as per the student’s IEP. ESL, SpEd, NLA teachers collaborate to align curriculums with a focus on improving academic literacy skills. Teachers across all subject areas ensure that the four modalities: listening, speaking, reading, writing, are addressed in daily lessons. Teachers provide intensive vocabulary instruction on academic language, use of graphic organizers, and increase audio visual support to enhance access to academic content. The ESI teacher and the ESL coordinator increase their communications with the parents of the SWD-ELLs.

7. The ESL, special education, and content area teachers collaborate in weekly grade meetings to discuss and share students' progress in order to ensure that each SpEd ELL is afforded instruction appropriate to his/her language and learning needs.

Courses Taught in Languages Other than English ⓘ

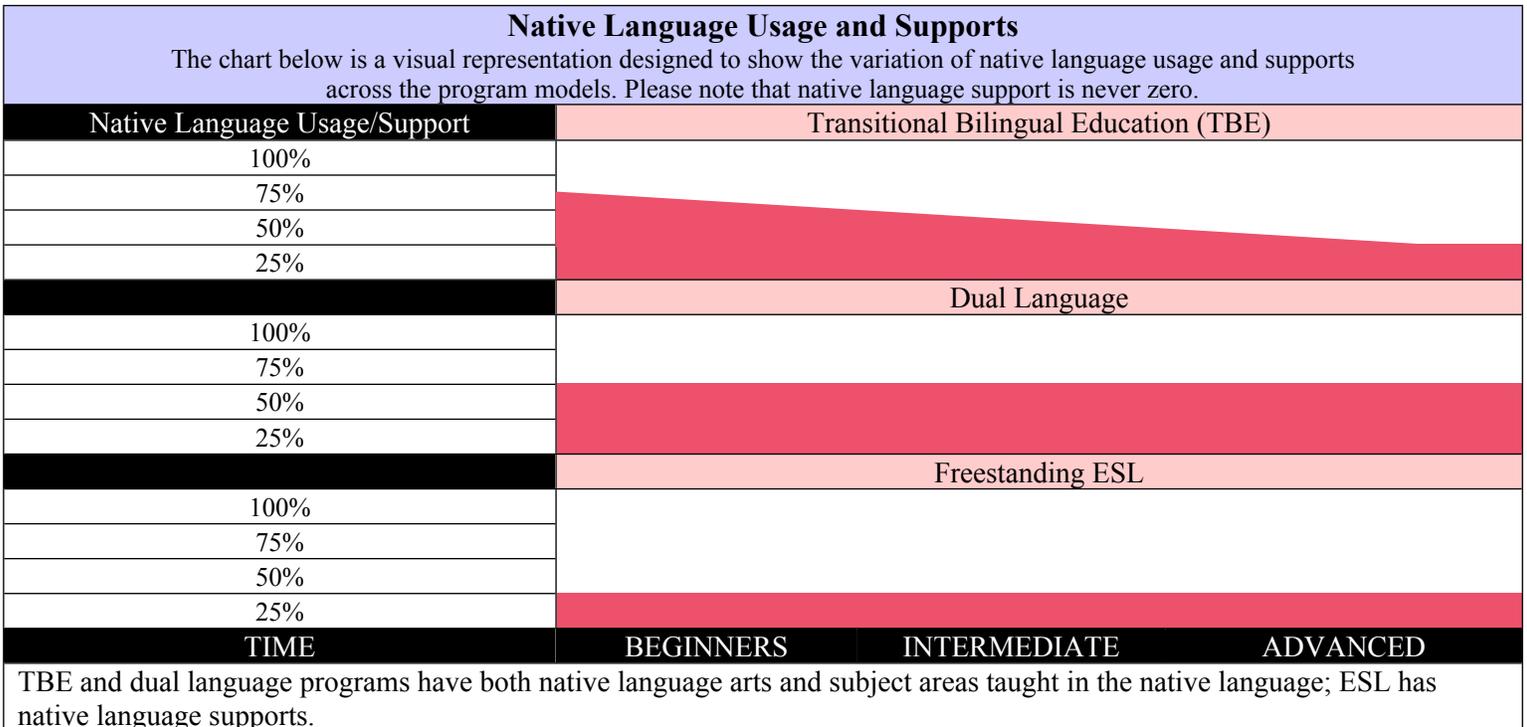
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?

B. Programming and Scheduling Information--Continued

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

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

- PD on ELL strategies for content area teachers facilitated by ESL and trained pedagogies
- Inquiry teams examining the progress of ELLs
- After school tutoring in core content areas such as math, social studies, science and computers along with NL support
- Integrating technology with instruction

Targeted intervention programs for ELLs in ELA, Math, Global Studies, Science include literacy development across the content areas. All teachers focus on reading and analyzing informational texts and writing arguments(claim/counterclaim) in response. In addition, every class in every period participates in 10 minutes of Silent Sustained Reading (SSR) which is meant to increase students' reading ability and familiarity with vocabulary and syntax. Other literacy strategies used across the curriculum is Peer-Assisted Learning (PALS) and vocabulary word walls. Other targeted interventions across the curriculum include components of the workshop model in all core subject classes and after-school tutoring for ELLs in all subject areas. All interventions are offered in English with strong native language support.

Native language support is offered to ELLs in all subgroups and in all content area classes such as social studies, science, math and computers (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 (NYSESLAT) by Dorothy Sandra Gittens, the ESL certified teacher. The results of this testing determine the placement of ELL students for the coming year.

9. Upon reaching proficiency on the NYSESLAT, ELLs will continue to receive ESL support for 2 additional years through the extension of testing time, native language support, and continuation of teacher meetings to discuss ESL strategy and student -+progress. The educational program must be considered a success because ALL students are on target to graduate with their cohorts.

10. No new programs are being considered for the upcoming school year

11. No programs are being discontinued

12a. ELLs are afforded equal access to all school programs. ELLs are encouraged to attend tutoring, enrichment, athletic and general school activities. Notifications and flyers are distributed in English and in student's native language. All ELL students are administered the New York State ELA Regents as soon as they are prepared to attempt the exam.

12b. Title III programs supplement instruction for ELLs in the core school day. Students are offered after-school tutoring services to build ELLs' Regents taking skills. In addition, Saturday school and parent meetings are provided as appropriate. The ESL teacher and the content area teachers in the Title III program meet weekly to plan and evaluate instruction in the program, monitor student progress, and strategize on additional differentiated support as needed.

13a. 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.

13b. Content area instructional materials to support ELLs include: bilingual dictionaries, bilingual glossaries, online resources and bilingual textbooks.

14. Native language support is provided in across all content area classes. Resources used include: bilingual glossaries, bilingual textbooks as available, translated texts, bilingual libraries, peer translators, bilingual audio/visual materials. Students are permitted to respond

15. All support and services are adjusted to be age and grade appropriate. Support services are aligned to appropriate age and grade level through grade-team meetings in order to ensure curriculum alignment and age appropriateness

16. All new students to the school can attend a Summer Bridge Program. Dual language letters are sent to students' homes inviting them to the event. In addition, freshmen are invited to take an overnight team-building trip to Club Getaway in CT in the beginning of the year. Both activities are designed to aid in socialization and orientation and are supported with dual language letter invitations and NL support.

17. As a CTE school, all ESL students are offered Spanish as a foreign language as well as the opportunity to take the NYC LOTE exams for their native language.

B. Programming and Scheduling Information--Continued

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

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

- PD on ELL strategies for content area teachers facilitated by ESL and trained pedagogies
- Inquiry teams examining the progress of ELLs
- After school tutoring in core content areas such as math, social studies, science and computers along with NL support
- Integrating technology with instruction

Targeted intervention programs for ELLs in ELA, Math, Global Studies, Science include literacy development across the content areas. All teachers focus on reading and analyzing informational texts and writing arguments(claim/counterclaim) in response. In addition, every class in every period participates in 10 minutes of Silent Sustained Reading (SSR) which is meant to increase students' reading ability and familiarity with vocabulary and syntax. Other literacy strategies used across the curriculum is Peer-Assisted Learning (PALS) and vocabulary word walls. Other targeted interventions across the curriculum include components of the workshop model in all core subject classes and after-school tutoring for ELLs in all subject areas. All interventions are offered in English with strong native language support.

Native language support is offered to ELLs in all subgroups and in all content area classes such as social studies, science, math and computers (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 (NYSESLAT) by Dorothy Sandra Gittens, the ESL certified teacher. The results of this testing determine the placement of ELL students for the coming year.

9. Upon reaching proficiency on the NYSESLAT, ELLs will continue to receive ESL support for 2 additional years through the extension of testing time, native language support, and continuation of teacher meetings to discuss ESL strategy and student -+progress. The educational program must be considered a success because ALL students are on target to graduate with their cohorts.

10. No new programs are being considered for the upcoming school year

11. No programs are being discontinued

12a. ELLs are afforded equal access to all school programs. ELLs are encouraged to attend tutoring, enrichment, athletic and general school activities. Notifications and flyers are distributed in English and in student's native language. All ELL students are administered the New York State ELA Regents as soon as they are prepared to attempt the exam.

12b. Title III programs supplement instruction for ELLs in the core school day. Students are offered after-school tutoring services to build ELLs' Regents taking skills. In addition, Saturday school and parent meetings are provided as appropriate. The ESL teacher and the content area teachers in the Title III program meet weekly to plan and evaluate instruction in the program, monitor student progress, and strategize on additional differentiated support as needed.

13a. 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.

13b. Content area instructional materials to support ELLs include: bilingual dictionaries, bilingual glossaries, online resources and bilingual textbooks.

14. Native language support is provided in across all content area classes. Resources used include: bilingual glossaries, bilingual textbooks as available, translated texts, bilingual libraries, peer translators, bilingual audio/visual materials. Students are permitted to respond

15. All support and services are adjusted to be age and grade appropriate. Support services are aligned to appropriate age and grade level through grade-team meetings in order to ensure curriculum alignment and age appropriateness

16. All new students to the school can attend a Summer Bridge Program. Dual language letters are sent to students' homes inviting them to the event. In addition, freshmen are invited to take an overnight team-building trip to Club Getaway in CT in the beginning of the year. Both activities are designed to aid in socialization and orientation and are supported with dual language letter invitations and NL support.

17. As a CTE school, all ESL students are offered Spanish as a foreign language as well as the opportunity to take the NYC LOTE exams for their native language.

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

1. Four hours each month and 2 full days per year of Professional Development is provided to all staff who are involved with ELLs and include APs, subject area teachers, special education teachers, guidance counselors, psychologists, secretaries, speech therapists, physical therapists, the parent coordinator, and office personnel. A minimum of 7.5 hours of these PDs are devoted to ELL identification and instruction. The ESL teacher and content area teachers are encouraged to attend training provided by NYCDOE, BETAC, and QTEL Institutes.
2. During the 2 full days per year of Professional Development and periodically during the 4 hours per month, all staff members are provided training to assist ELLs as they transition from one grade level to another.
3. Workshop certificates toward 7.5 hours of ELL training for all staff are maintained by the school secretary and records of attendance are maintained by the assistant principal.

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

1. 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. All communications are provided in English and native languages. Translated materials are distributed at each meeting. Topics include, but are not limited to: NYS Standards, curriculum, state assessments,
2. The school partners with the South Bronx Overall Development Organization, Vision Education Media, Verizon and other neighborhood programs.
3. As parents respond to various surveys, their responses are used to determine parent needs and to devise future ELL workshops or informational ELL sessions.
4. The school establishes new programs to address the needs and provides support as long as needed including: ARIS training, English language clinics, meetings on credit accumulation, state assessments, graduation requirements, and college application process.

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)										5	0	1	0	6
Intermediate(I)										8	10	6	1	25
Advanced (A)										9	14	2	3	28
Total	0	0	0	0	0	0	0	0	0	22	24	9	4	59

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										2	0	2	0
	A										7	4	2	2
	P										13	19	6	3
READING/ WRITING	B										3	0	1	0
	I										10	11	6	2
	A										9	12	3	3
	P										0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
8									0

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

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

1. Early Literacy - NA

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 with college and career readiness.

3. 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 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.

4a (1). The data shows that ELLs are particularly struggling in the Global History regents exam. Although any students who fails an exam is given assistance in preparing for the next administration, a specially programmed after-school class has been created to assist those ELLs in passing the exam with support from the ESL teacher.

4a (2). All ELLs were provided Regents examinations in English and in their native language. 100% of the ELLs opted to take the exams in English.

4b,c(1). ELL Periodic Assessments - NA

4c(2) Native language

5. Dual Language - NA

6. In order to evaluate the success of our programs for ELLs, the ELL team looks over data such as graduation rates, regents results and credit accumulation. Where the data shows that students are struggling, the ELL team devises strategies for AIS. Overall, the current support of ELL students at the High School of Computers and Technology has proven successful as far as graduation data is concerned. In the 2010-2011 Progress Report, the school received full credit for the weighted diploma rates of ELLs. Whereas 175% marked the top 20% cutoff to receive this credit for the weighted diploma rates, the High School of Computers and Technology scored 250%, a rate far exceeding the citywide averages. 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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	21	0	10	0
Integrated Algebra	42	0	19	0
Geometry	3	0	1	0
Algebra 2/Trigonometry	0	0	0	0
Math				
Biology				
Chemistry				
Earth Science	17	0	6	0
Living Environment	16	0	8	0
Physics				
Global History and Geography	22	0	4	0
US History and Government	6	0	1	0
Foreign Language	6	0	6	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

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

School Name: _____		School DBN: <u>11x275</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **11X275** School Name: **H.S. of Computers & Technology**

Cluster: **6** Network: **603**

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

Part A: Needs Assessment Findings

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

Using the bio file, Blue emergency contact cards, ATS reports, and home language surveys along with staff observations we evaluate our needs to ensure all parents can communicate with all staff.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Upon evaluating the language needs of parents and guardians it was determined that over 70% of families spoke, read, and wrote English fluently. The remaining families all spoke Spanish. No other languages were spoken at homes.

Part B: Strategies and Activities

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

All prepared documents are translated into Spanish prior to being published, mailed, or back packed home. We have four staff members employed full time that handle all interpretation needs.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

All parent and/or guardians are greeted by our Parent Coordinator who immediately determines their language needs. When translation services are needed we have four staff members employed full time that handle all interpretation needs.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

11X275 – High School of Computers and Technology

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

Form TIII – A (1)(a)

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

Number of Teachers 5 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

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

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

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

Scaffolding of instruction in content area classes is a strategy employed to facilitate academic language development. To accommodate the needs of Limited English Proficient students in need of Special Education services, a bilingual certified Special Education teacher articulates with the ESL teacher in planning appropriate instruction. Each year all ELL students are administered the New York State English as a Second Language Achievement Test (NYSESLAT) 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 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 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 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. 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.

Title III After School Tutoring – Four days each week tutoring is provided from 3:00 PM to 5:00 PM. The tutoring program is run from November through June. This tutoring progresses through the year by assisting students in daily class material on a regular

basis and Regents Preparation and NYSESLAT preparation at appropriate times of the year. Students are selected for class material tutoring by teacher recommendations and the students self evaluation. Regents Preparation and NYSESLAT tutoring is provided to all students who will qualify to take these exams. Although the number of students can vary based on current needs of the student it is expected that 10 to 20 students will attend. Each week 10 hours of assistance is provided by certified content area teachers. Two hours each week Push-In services are provided by the certified ESL teacher. The ESL teacher also works with the content area teachers in the preparation for the ESL students during each day's staff meetings.

Supplies and Material

ESL instruction is aligned to NYS Learning Standards for English as a Second Language which include New York State ELA Standards for each grade level. Instruction in our classes focuses language and vocabulary development as well as reading, writing, speaking and listening skills. Students in our ESL program are block scheduled by grade level. Therefore the classes are made up of students with a mix of NYSESLAT determinations. The additional classroom resources will enable us meet our students' different learning styles and needs. Our goal is for our students to become proficient English speakers and writers and to pass the English Regents Exam. Title III funds will be used to purchase the following supplemental materials:

- Content Area Libraries
 - Multicultural Libraries
 - Novels
 - Bilingual Dictionaries
 - Supplementary Regents Student Books
 - NYSESLAT materials
-

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

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

Parental Involvement – Parent orientations are conducted for parents of newly enrolled ELLs in September and throughout the year to provide them with information about program offerings. Opportunities are made available for parents to ask questions regarding ELL services. Translators are available for the parent orientations. Informational materials are also available in the parent’s home language, such as A Guide for Parents and the New York City DVD instructing parents to available programs for ELLs. ELL parents are regarded as important partners in the school community. The Parent Coordinator, Teachers, administrators and guidance counselors talk with parents to ensure that they understand our and their rights and responsibilities with regard to education and their children. We provide translators whenever needed. Parents are encouraged to participate in the PTA and SLT and attend all school functions such as award dinners. There will be three Title III workshops for parents during the evening, from February through June, offered by our ESL teacher. The workshops will focus in the following areas:

- Graduation Requirements
- Supplementary Programs
- Credit Accumulation
- Regents
- Career Planning – College Applications

To encourage attendance and to further the student and family adjustment to the English Language, 3 movie tickets are given to each family attending the workshops. It is expected that the parents and the student will be able to attend a movie together and thereby, be exposed to additional English experiences. These movie tickets, refreshments and snacks will be paid for from Title III funds.

Form TIII – A (1)(b)

11X275

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

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$8,980.00	<u>After-School Program</u> 5T X 1 day X 20wks X 2 hours X 49.89 = 7483.50 1T X 2 days X 15 wks X 1 hour X 49.89 = 1496.70
Purchased services	\$00.00	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$4,520.00	Supplementary Materials <ul style="list-style-type: none">• Content Area Libraries• Multicultural Libraries• Novels• Bilingual Dictionaries• Supplementary Regents Student Books• NYSESLAT materials
Educational Software (Object Code 199)	\$00.00	
Travel	\$00.00	
Other Parental Involvement	\$1,500.00	Family Incentives (movie tickets) refreshments and snacks
TOTAL	\$15,000.00	