

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: HIGH SCHOOL OF COMPUTERS AND TECHNOLOGY
DBN (i.e. 01M001): 11X275
Principal: BRUCE ABRAMOWITZ
Principal Email: BABRAMO2@SCHOOLS.NYC.GOV
Superintendent: CARRON STAPLE
Network Leader: LAWRENCE PRENDERGAST

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Bruce Abramowitz	*Principal or Designee	
James Hickey	*UFT Chapter Leader or Designee	
Elizabeth Nieves	*PA/PTA President or Designated Co-President	
Sylvia Hernandez	DC 37 Representative, if applicable	
Michelle Brito Odris De la Cruz	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Stanley Bellis	Member/ Elected UFT	
Martin Levine	Member/ Elected UFT	
Brenda Brown	Member/ Elected Parent	
Geneveve Tipson	Member/ Elected Parent	
Jamina Clarke	Member/ Elected Parent	
Ann Marie Da Costa	Member/ Elected Parentt	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

80% of the teachers rated Developing or Effective in the previous school year will increase their performance one HEDI rating level in one of the domains discussed during their Initial Planning Conference for the 2014-15 SY.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

This goal was developed in response to teachers' overall ratings during the 2013-2014 SY. While three teachers were rated Highly Effective, many teachers were rated Effective, and five were simply one point shy of a Highly Effective Rating.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- During Initial Planning Conferences, Assistant Principals will meet with teachers to identify the component on which they would like to focus the first two observations.
- Assistant Principals will pair each teacher with a teacher that was rated Highly Effective in that specific component from the prior year.
- Allow each teacher two 15 minute observations, and provide for coverages as necessary.
- During the next observation cycle, discuss the peer observations and their implications.
- Repeat for third and fourth rounds of observations.
- Repeat for fifth and sixth rounds of observation, as needed for individual teachers.

B. Key personnel and other resources used to implement each strategy/activity

1. Instructional Team
2. Grade team leaders
3. Discipline leaders
4. Professional Development Team
5. Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By the second round of observations, 10% of teachers will increase one level within the Danielson framework.
2. By the fourth round of observations, 40% of teachers will increase one level within the Danielson framework.
3. By the sixth round of observations, 80% of teachers will increase one level within the Danielson framework

D. Timeline for implementation and completion including start and end dates

1. September 2014-June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Per session for discipline leaders and team leaders, and coverages for teachers completing peer observations. 2 hours per month x 8 teachers x 2 months = 32 hours of per session + 1 coverage per day x 5 days per week x 2 weeks = 10 coverages

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Teacher team's curriculum work to improve engagement, rigor, and coherence will result in a 5% increase in Regents passing rates for the 2014-2015 SY.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

This goal reflects the expectations of schools to integrate the Common Core Learning Standards into their curriculum, as well as, a drop in Regents Exam passing rates in the 2013-2014 school year, specifically in math and science exams.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The instructional team will provide additional professional development in the creation of CCLS performance tasks in discipline meetings.
2. Within discipline teams, teachers will create a CCLS aligned unit of study for the first unit of the second marking period.
3. After units are developed, teachers will work within disciplines to discuss vertical alignment, and will work within grade teams to discuss horizontal alignment of curriculum.
4. Teachers will create or revise individual course curriculum maps to specifically address CCLS and horizontal/vertical alignment.
5. Guidance counselors will provide progress reports to students and their families and provide socio-emotional supports.

B. Key personnel and other resources used to implement each strategy/activity

1. Instructional Team
2. Grade team leaders
3. Discipline leaders
4. Professional Development Team
5. Teachers and Guidance Counselors

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Student progress will be monitored on an ongoing basis and monthly progress reports will be reviewed to determine additional student interventions.
2. By December 31, teachers will have examined and created common core performance tasks within disciplines.
3. By January 31, teachers will have created a CCLS aligned unit of study for the first unit of the second marking period.
4. During the third round of observations, that unit of study will be examined through the lens of the Danielson framework by administrators performing observations.
5. By Feb 31, discipline teams will have examined units created by each teacher, and have discussed vertical alignment between courses.
6. By June 30, teachers will have created or modified existing curriculum maps to address CCLS and alignment.

D. Timeline for implementation and completion including start and end dates

1. Sept 2014-June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Per session for discipline leaders: 1 hour per day, once per week, 25 weeks for four teachers = 50 hours of per session

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

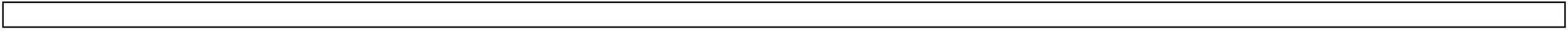
All CEP goals were made in consultation with the School Leadership Team (SLT), a body comprised of staff and parents. Furthermore, the staff-to-parent communication system outlined in the Parent Involvement Policy (PIP) will be enacted to keep parents apprised of individual student goals as well as school-wide 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. Parent communication will be increased to provide regular student progress reports. And parental supports will be offered to provide parents with counseling, training, and support in their child's progress and success.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.



Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

The growth and support of the school's socio-emotional programs to improve school culture will result in a 5% increase in daily school attendance

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Daily attendance rates average in the 80% range before corrections for the start of the 2014-2015 SY. Peer Group Connection helped to close this gap last year, but only affected 9th grade students (and select 11th grade mentors). In the 2014-2015 SY, we are expanding PGC to also include select 12th graders, who are mentoring all 10th graders in a Respect For All (RFA) group. This group seeks to meet the socio-emotional needs of students, while encouraging them to develop a global perspective on many pressing issues in society.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. PGC/RFA Advisors will teach a weekly peer leadership course to seniors selected for the program.
2. PGC/RFA Peer Leaders (selected seniors) will lead a specific outreach session once per week with freshmen.
3. PGC/RFA Peer Leaders will host a Family Night to foster communication between freshmen students and their respective parents.
4. PGC/RFA stakeholder team will meet weekly with the PGC Advisors to discuss progress of the course and support the Advisors as necessary.
5. PGC/RFA Peer Leaders will lead freshmen in performing a community service outreach.

B. Key personnel and other resources used to implement each strategy/activity

1. PGC Advisors
2. PGC Stakeholder Teams
3. Guidance Department
4. Advisory Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Fall 2014 – 9th and 10th grade students will be programmed into advisory groups during gym periods.
2. Fall 2014 – June 2015 – 9th and 10th grade peer groups will meet weekly with 11th and 12th grade mentors
3. December 2014 – PGC/RFA will host Family Night
4. By May 2015, all freshmen will have performed a community service outreach, with their peer leaders

D. Timeline for implementation and completion including start and end dates

1. Sept 2014 – June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Per session for after school activities, including Parent Night: 10 hours total for 5 teachers/staff = 50 hours of per session
2. \$1000 for purchase of materials (e.g. card stock, lamination, etc) for PGC outreach sessions to freshmen
3. \$1000 for light refreshments/materials (e.g. food, raffle prizes, etc) for Family Night, where freshmen parents will attend with students

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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. Provide greater opportunities (committee members, trainings, workshops, counseling) for parents to become involved with the school and its activities.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Blended activities, After school tutoring, Saturday Regents Prep	Small group	After school, Saturdays
Mathematics	Blended activities, After school tutoring, Saturday Regents Prep	Small group	After school, Saturdays
Science	Blended activities, After school tutoring, Saturday Regents Prep	Small group	After school, Saturdays
Social Studies	Blended activities, After school tutoring, Saturday Regents Prep	Small group	After school, Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling sessions, parent meetings	Small group/Individual	During school, after school as needed, grade team meetings

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All of the teachers at The High School of Computers and Technology (HSCT) teach in their license area and are highly qualified. In addition, the last school report card showed that the overall teacher turnover rate was 3%, so the school has been doing an excellent job of both attracting and retaining highly qualified teachers and continuously strives to do so. HSCT is committed to continued support and development of our highly qualified teachers as well. We work over 60 hours of professional development into our normal school year designed towards keeping teachers updated on current pedagogy and citywide initiatives. In addition, teachers are encouraged and supported in seeking professional development sponsored outside of the school by such entities as colleges and universities, school networks, private education companies and DOE-sponsored events. The school also supports new teachers through a mentorship program that pairs new teachers with experienced coaches, relationships that extend beyond the initial mentorship year.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
PD will be developed and implemented by the PD Team, consisting of five to ten teachers, led by Administrative Intern Rachel Durfee in consultation with the Instructional Team. The team of teachers will bring ideas centered around the Danielson framework and CCLS that the teachers feel are most valuable to address, and the team will develop and lead high-quality, differentiated PD, bringing in outside supports as needed.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The use and coordination of varied funds to meet the intent and purpose of Federal, State and Local services and programs (i.e. STH, violence prevention, etc.) is thoughtfully implemented in accordance with the School Allocation Memo (SAM) for each specific service and program. In addition, the Network budget liaison and specialists work with our school leaders to ensure that all students are properly and regularly serviced to ensure that they can fully participate in the school community and have the resources necessary to ensure their success.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teacher teams with designated leaders review educational research to determine appropriate assessment measures for each content area, as well as, the Common Core Learning Standards. Rubrics from CCLS-rich sites such as Engage NY are adapted and utilized to meet the needs of our mostly ELL population. Formative assessment measures are reviewed, adapted, and tested in the classrooms and teacher teams analyze the outcomes for their next steps. Professional development is an outgrowth of the teacher surveys, observations based on the Danielson Framework for Teacher Effectiveness, and identified student needs. Instruction and assessment go hand-in-hand and we spend considerable time on our professional development to ensure that our assessments are measuring what we are teaching in the classrooms, content, skills, and process.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent

Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting and/or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support the varied needs of parents/guardians, grandparents and foster parents, and men asserting leadership in education for their children;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter and/or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teachers and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

DBN: 11X275

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.

		allocation amounts.)	Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$391,446.99	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,636,422.00	X	See action plan

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: HS of Computers and Technology	DBN: 11X275
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 48
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Begin description here:

The Title III program is organized according to beginner, intermediate, and advanced proficiency levels. HSCT's ESL supplemental program provides targeted small group instruction to ELLs to help them meet proficiency in English.

Depending on ELL proficiency levels, students attend before and after-school direct instruction. ESL classes are grouped according to beginner, intermediate, and advanced levels. Of the 48 ESL students serviced at the school, there are 5 beginners, 15 intermediates, and 28 advanced students. The total schedule is as follows:

Morning Sessions: Monday-Friday: 7:15 AM to 8:15 AM

After-school Sessions: Monday-Thursday: 3:00 PM to 4:00 PM

During this course, the ESL instructor aims to develop reading, writing, and language acquisition skills of struggling ELL students in preparation for the NYSESLAT through the following modality-intensive methods:

- a. Guided Reading Groups - In cohorts based on reading levels, students take turns reading texts and discuss comprehension and grammatical and structural aspects of the passages. Reading and writing progress are recorded and data analysis is utilized to inform instruction. (ie., round-robin, running record)
- b. Cooperative/collaborative groups - Students are also arranged in mixed groups to encourage positive interdependence and collaboration.
- c. Oral/Speaking Exercises - Students practice conversational skills by discussing comprehension of texts as well as targeted oral practice through specific prompts and direct instruction of idiomatic and everyday American Standard English.
- d. Essay Writing - Students practice persuasive and argumentative writing through scaffold prompts and activities.

Part B: Direct Instruction Supplemental Program Information

e. Standards-based assessments - The ESL instructor plans for this program utilizing both CCLS and ESL standards.

The program is an English Immersion course which emphasizes contextual clues and grammar and vocabulary adjusted to proficiency levels. Students receive comprehensible input with regard to grammar and vocabulary.

Students meet with the school's certified ESL teacher Mr. Romano, who regularly attends the school's daily team-meetings to discuss specific students' needs and schedule after-school sessions where both he and the students' core general education teacher tutor the students.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: While Mr. Romano is highly trained to work with ELL students, HSCT regularly sends him to workshops and trainings throughout the year as notified by the district's ELL Support Specialist and as changes in initiatives and programs come about throughout the year, as well as at his discretion.

The ESL teacher also gives training sessions during professional development in collaboration with the instructional team, where he shares best practices and imparts knowledge from content-area ESL training sessions, topics of which include providing ESL students with comprehensible input, context-embedded vocabulary, classroom design and accommodations, testing accommodations, explicitly teaching content-area vocabulary, using word walls, and designing lessons with ELLS in mind including the workshop model, universal design, and SIOP models. This is determined as an at-needs basis, when questions arise, and when Mr. Romano devises presentations to inform teachers. As a member of the Professional Development Committee, he follows the school's regular PD schedule, which is as follows. All sessions span from 2:00 pm to 4:00 pm on Fridays.

Friday PD Schedule for 2014 - 2015

October 3

October 24

November 14

November 21

December 5

Part C: Professional Development

December 12

January 9

January 23

February 6

February 27

March 6

March 20

April 24

May 8

May 29

June 5

June 12

The Title III instructor also keeps mainstream instructors abreast of issues with specific students by attending different grade team-meetings throughout the week where he shares best practices, discusses the needs of specific students, and dedicates himself to answering teachers' inquiries.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The ESL instructor engages parents by hosting mini-seminars on Saturdays and after-school, as well as during parent-teacher conferences, where they learn about how to support their children to improve reading, writing, and English acquisition skills. Bilingual interpreters are used to assist the instructor during these seminars and with notifying parents of these events via phone and letter. Via flyers and phone calls, Parents are also informed of teacher/school expectations, curriculum standards and benchmarks, and their rights regarding access to interpreters and translated materials from HSCT, free lunch programs, the school's ESL curriculum, supplementary school services available to their children, and more.

Part D: Parental Engagement Activities

Some of the best practices shared with parents during these conferences include the following: oral storytelling in the native language to develop vocabulary and oral language skills, discussing stories with their children through wordless picture books, making frequent trips to the public library, engaging their children in meaningful conversation when possible, watching educational children’s television programs together, reading bilingual books (including where to find them), and encouraging their children to find tutors.

Parents are notified of these mini-seminars through routine phone calls, during progress report calls, during parent-teacher conferences, and through phone calls made by the ESL teacher prior to the seminars.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 11	Borough Bronx	School Number 275
School Name High School of Computers and Technology		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Mr. Bruce Abramowitz	Assistant Principal Mr. David Wills
Coach Rachel Durfee	Coach type here
ESL Teacher Paul Romano	Guidance Counselor Leighann Dardzinski/Allen Rose
Teacher/Subject Area type here	Parent Sylvia Hernandez
Teacher/Subject Area type here	Parent Coordinator tHeather Francis
Related Service Provider type here	Other ELL Coordinator-Patricia Jack
Network Leader(Only if working with the LAP team) 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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	555	Total number of ELLs	55	ELLs as share of total student population (%)	9.91%
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Part II: 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input 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	Tot #
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										27	14	5	9	55
SELECT ONE										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	27	14	5	9	55

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	55	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	10
SIFE	6	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	33

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 SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	10	2	1	12	2	4	33	2	17	55

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	10	2	1	12	2	4	33	2	17	55
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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
SELECT ONE										0	0	0	0	0
SELECT ONE										0	0	0	0	0
SELECT ONE										0	0	0	0	0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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: ____	Hispanic/Latino: ____
Native American: ____	White (Non-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										23	10	4	7	44
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											2			2
Haitian													1	1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										4	2	1	1	8
TOTAL	0	27	14	5	9	55								

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										13	3	2	4	22
Intermediate(I)										3	5	2	5	15
Advanced (A)										6	3	1	0	10
Total	0	22	11	5	9	47								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B										0	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										0	0	0	0
	A										0	0	0	0
	P										0	0	0	0
READING/ WRITING	B										0	0	0	0
	I										0	0	0	0
	A										0	0	0	0
	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 (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	18	0	3	0
Integrated Algebra	28	0	6	0
Geometry	1	0	0	0
Algebra 2/Trigonometry	1	0	0	0
Math _____				
Biology				
Chemistry				
Earth Science	1	0	0	0
Living Environment	28	0	3	0
Physics	1	0	0	0
Global History and	32	0	7	0
Geography	0	0	0	0
US History and	13	0	8	0
Foreign Language	9	0	5	0
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
These is no specific tool used to asses Early Literacy - NA here: 0
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Review of the data from the LAB-R does indiate that many of our beginners are our current 9th graders. However, the NYSESLAT

data is not available and any trends across proficiency levels is not measurable at this time.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The RNMR is not available as of November 11, 2013.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a1. Our review of the June and August 2013 regents results, shows that our ELLs continue to struggle with 4 out of the 5 core Regents exams with the exception of U.S. History Regents. We continue to provide all students who fail a Regents exam with assistance in preparing for the next administration using a Saturday school model. However, we program an after-school class created to assist those ELLs in passing the exam with support from the ESL teacher.

4a2. We ensure that all ELLs are appropriately evaluated in their native language by using the relevant data from the Spanish LAB-R as well as the LOTE. The ESL coordinator disseminates the ELL roster, ELL memos, bilingual glossaries, and translated texts when available, to content area teachers to ensure access to content in each ELL's native language. We provide options for ELLs to participate in alternative assessments in their native language in all content area classes as well as on NYSED assessments. ELLs are provided with alternative editions of the Regents exams. The rationale behind our approach is based on research that indicates that proficiency in literacy and higher order thinking skills in the native language will support and transfer with efficiency to the second language acquisition process

4b. ELL Periodic Assessments - NA

4c. Native Language -NA.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A High School

6. How do you make sure that a child's second language development is considered in instructional decisions? Teachers with ESL students in their classes have in addition to content objectives, language objectives for one of the four modalities (Listening, Speaking, Reading, and Writing). During the ESL after-school program, the ESL instructor uses a variety of assessment to track students' language acquisition. The assessments are differentiated as per proficiency level.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

7a. b. c. Dual Language Program-NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

All ELLs are administered the NYSESLAT annually. During content area and ESL classes, teachers provide students with various assessment tasks which incorporate reading, writing, listening, and speaking. Students are required to read complex text with the appropriate scaffolds. Students are assessed on their questioning and discussion skills. In addition, students experience common core aligned activities that require them to write argument and informational essays according to school wide writing rubrics

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 - 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.aste response to question here:

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. 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.
During the orientation the ESL Teacher, the ESL Coordinator and the Guidance Counselor along with the 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. During this intake process the Parent Coordinator, Assistant Principal and/or Guidance Counselor explains the right and options to all parents which informs all programmatically decisions. 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. The ESL Coordinator maintains a log of parents who select TBE. As per state regulations, when the list contains 20 students' names in the same grade requesting TBE in the same language, the school will create a bilingual program and notify the parents on the list of the availability of TBE. All communications and forms are provided in English and in the parents' preferred language. Currently, 100% of ELL parents selected ESL on their program selection forms and as indicated on ATS reports.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The ELL Coordinator reviews the following ATS reports (RLAT and the RNMR) to determine eligibility and 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. 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.
After the ELL Coordinator has determine which students are eligible using the following ATS reports (RLAT and the RNMR) 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 Page 20 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.

- Copies of all notification letters are maintained by the ESL coordinator and the ESL teacher in the ESL coordinator's office files.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ESL Teacher and the ESL coordinator work together to ensure that all sections of the NYSESLAT are administered to ELLs each year by sending out invitations to each ELL student regarding date and time for each parts of the exam. Students who are either absent for any part of the exam receive a phone call and/or letter sent home to parent to ensure that complete all parts of the NYSESLAT exam.
 6. 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.) 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. *D*
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.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - 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])?
 - 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
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)?
 - 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. 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 foster language development and meet the demands of the Common Core Learning Standards.

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 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.

The ESL teacher will collaborate with content teachers across all grade levels and the Coaches to insure that ELL students are engaged in high quality and rigorous instruction using curricula and instructional materials align to the 6 ELA instructional shifts of the Common Core Learning Standards. The ESL teacher will engage ELL students in reading more complex text and nonfictional sources to prepare them for the demands that both colleges and careers require. The ESL teacher will develop the writing of their students so that it is detailed and emphasizes the use of evidence to inform or make an argument which is a shift from narrative writing. Math teachers will assist the ESL teacher in ensuring that all students including ELL's will engage in math instruction that is focused and that develops the conceptual understanding required for them to apply their mathematical thinking within a context and/or a applied approach using authentic based performance tasks. ELL students will build the necessary procedural skills and fluency in order to work through more complex problem solving leading to advance course work in mathematics.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
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
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All ELLs are administered the NYSESLAT annually. During content area and ESL classes, teachers provide students with various assessment tasks which incorporate reading, writing, listening, and speaking. Students are required to read complex text with the appropriate scaffolds. Students are assessed on their questioning and discussion skills. In addition, students experience common core aligned activities that require them to write argument and informational essays according to school wide writing rubrics.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. 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.

6b. 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.

6c. 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.

6d. 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.

6e. Former ELLs receive time extension, bilingual dictionaries (for content areas except English) and translated versions of the test for up to 2 years.

7. 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?

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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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 all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

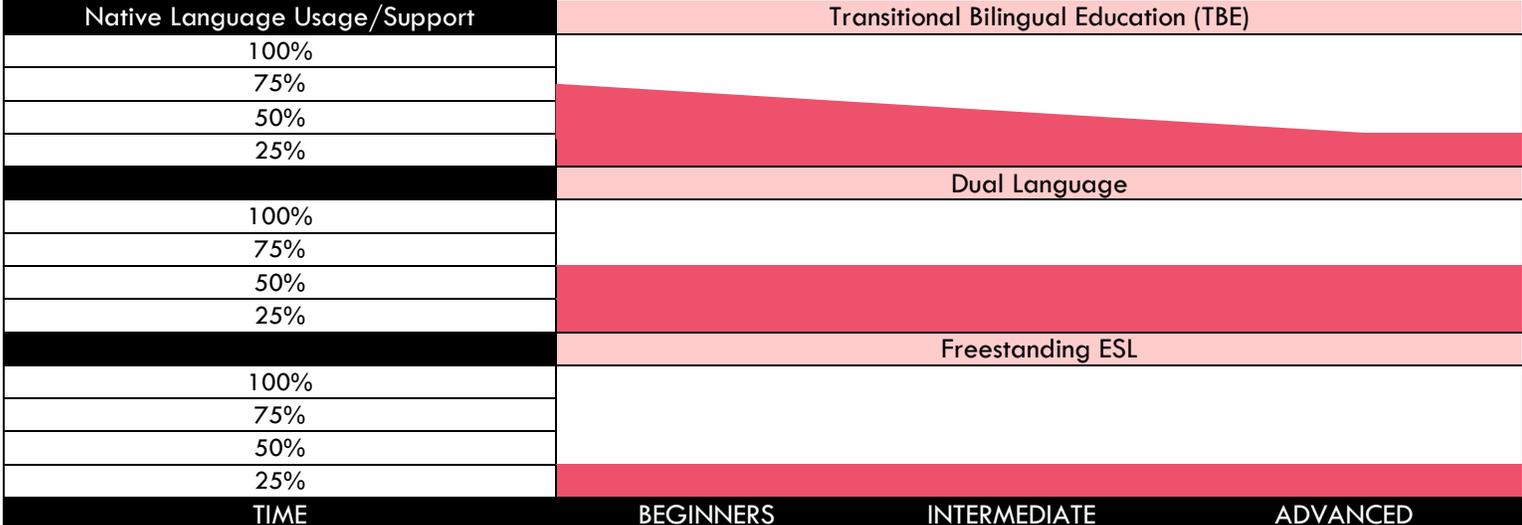
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.

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 Paul Romano, the ESL certified teacher. The results of this testing determine the placement of ELL students for the coming year Paste response to question here:

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The ESL teacher provides updated lists of the EL cohort during team meeting for 9th to 12th grades and regularly attends meeting to discuss specific students'needs. Collaboration among the ESL teacher and other disciplines regarding instructional techniques and/or methods for teaching vocabulary and content occurs regularly. The after school program for ELL's is high effective in providing targeted and differentiated instruction to further the content knowledge and language development of all ELL students. The results of the 2011 -2012 NYSESLAT exam showed that 25% of our ELL's tested out of the program. This was determined after reviewing data of the success rate of prior testing years. The use of this data helps to further guide the instruction for all ELLs. However, without the current NYSESLAT results 2012 -2013 it is inconclusive to consider the effectiveness of the current program and how it is meeting the needs of our ELL's in both content and language.

11. What new programs or improvements will be considered for the upcoming school year?

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

12. What programs/services for ELLs will be discontinued and why?

No programs are being discontinued

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

13a. 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.

13b. 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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

14a. 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.

14b. Content area instructional materials to support ELLs include: bilingual dictionaries, bilingual glossaries, online resources and bilingual textbooks

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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 in their native language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
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.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
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
18. What language electives are offered to ELLs?
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
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

At this time we currently do not have a Dual Language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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 herapists, 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. At the building level both the Math and Literacy Coaches work with our ELL teacher to support the infusion of the Common Core Learning Standards into the curriculum using methods such as scaffolding to support and engage ELLs in the work. Our ESL teacher is encouraged to attend workshops on UDL to support ELLs as they engage in the rigors instruction specified in the Common Core Learning Standards.
3. 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 groupworkshops 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. Paste response to questions here:

E. 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 response to question here:

Part VI: LAP Assurances

School Name: <u>H.S. of Computers and Technolo</u>			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)
Bruce Abramowitz	Principal		12/6/13
David Wills	Assistant Principal		12/6/13
Heather Francis	Parent Coordinator		12/6/13
Paul Romano	ESL Teacher		12/6/13
Sylvia Hernandez	Parent		12/6/13
	Teacher/Subject Area		12/6/13
	Teacher/Subject Area		12/6/13
Rachel Durfee	Coach		12/6/13
	Coach		12/6/13
Leighann Dardzinski/Allen Rose	Guidance Counselor		12/6/13
Lawrence Pendergast	Network Leader		12/6/13
	Other _____		12/6/13
	Other _____		12/6/13
	Other _____		12/6/13

	Other _____		12/6/13
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LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **11X275** School Name: **HS of Computers and 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.

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.

