

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**11X275**

**School Name:**

**HIGH SCHOOL OF COMPUTERS AND TECHNOLOGY**

**Principal:**

**BRUCE ABRAMOWITZ**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: High School of Computers and Technology School Number (DBN): 11x275  
Grades Served: 9-12  
School Address: 800 East Gun Hill Rd, Bronx, New York 10467  
Phone Number: 718-696-3930 Fax: 718-696-3950  
School Contact Person: Laura Walencik Email Address: Lfrazier2@schools.nyc.gov  
Principal: Bruce Abramowitz  
UFT Chapter Leader: James Hickey  
Parents' Association President: Elizabeth Nieves  
SLT Chairperson: Rachel Durfee  
Title I Parent Representative (or Parent Advisory Council Chairperson): Elizabeth Nieves  
Student Representative(s): Najla Hughes  
Odris De la Rosa

**District Information**

District: 11 Superintendent: Carron Staple  
Superintendent's Office Address: 1 Fordham Plaza, Bronx, New York 10458  
Superintendent's Email Address: cstaple@schools.nyc.gov  
Phone Number: 718-741-5852 Fax: 718-741-7098

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1 Fordham Plaza, Bronx, New York 10458  
Director's Email Address: Jruiz2@schools.nyc.gov  
Phone Number: 718-741-7070 Fax: 718-741-7928

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
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 (staff), if applicable	
Regina Brown	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Najla Hughes	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Odris De la Rosa	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	
Rachel Durfee	Member/Elected CSA	
	Member/	
Abena Adwapa	Member/Elected Parent	
Jamina Clark	Member/Elected Parent	
Ann Marie DaCosta	Member/Elected Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The High School of Computers and Technology is a small school of approximately 550 students, including 7% ELL and 15% students with disabilities. We are located in the Evander Campus along with five other small schools. Our dedication to our students and commitment to providing excellent education has produced a great deal of success, which we feel can be attributed to three characteristics which collectively set us apart from any other school in the city;

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

Over the past year, this culture that emphasizes college and career readiness has led to our high ranking across city schools. Through distributive leadership, our teachers and support staff play a major role in maintaining our culture of high standards. Our area of focus for this year is our continued work towards improving instruction. Because of this, two of our three goals are related to instruction – one focused on humanities and one focused on math, science, and technology.

## 11X275 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	566	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	4	# Integrated Collaborative Teaching	46
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	N/A	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	39
School Composition (2013-14)					
% Title I Population	71.9%	% Attendance Rate			86.9%
% Free Lunch	64.4%	% Reduced Lunch			0.9%
% Limited English Proficient	10.3%	% Students with Disabilities			24.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American			33.8%
% Hispanic or Latino	58.5%	% Asian or Native Hawaiian/Pacific Islander			4.9%
% White	1.4%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			7.87
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	53.8%	Mathematics Performance at levels 3 & 4			60.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	58.8%	% of 2nd year students who earned 10+ credits			77.0%
% of 3rd year students who earned 10+ credits	72.1%	4 Year Graduation Rate			85.1%
6 Year Graduation Rate	83.6%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The Area of Focus from our 2015 QR was 1.2 Pedagogy, where we earned a rating of Proficient. The evidence stated, “While teaching strategies provide multiple entry points, they are not yet consistently strategic to offer high quality supports and extensions so that all students regularly participate in differentiated and challenging activities.”

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2015-2016 SY, first-time passing rates on the Common Core Algebra and Living Environment exams will increase by 5%.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Math and science teachers will meet to review June 2015 and August 2015 Regents Item Analyses in-depth and agree on one instructional strategy that will address a specific deficiency or set of deficiencies.</p>	<p>9<sup>th</sup> grade students and students in Algebra or LE prep courses.</p>	<p>Oct 2015</p>	<p>Math and science teams, with guidance from Instructional APs</p>

1 <sup>st</sup> round of Intervention: Algebra and Living Environment teachers will perform first intervention and evaluate student work to determine efficacy of intervention.	9 <sup>th</sup> grade students and students in Algebra or LE prep courses.	Nov 2015	Math and science teams, with guidance from Instructional APs
2 <sup>nd</sup> round of Intervention: Based on results from first intervention, Algebra and Living Environment teachers will perform a second intervention and evaluate student work to determine efficacy of intervention.	9 <sup>th</sup> grade students and students in Algebra or LE prep courses.	Dec 2015 – Feb 2016	Math and science teams, with guidance from Instructional APs
3 <sup>rd</sup> round of Intervention: Based on results from second intervention, Algebra and Living Environment teachers will perform a third intervention and evaluate student work to determine efficacy of intervention.	9 <sup>th</sup> grade students and students in Algebra or LE prep courses.	Mar 2016 – May 2016	Math and science teams, with guidance from Instructional APs

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
20 hours of per session (contingent upon funding) per round for collaborative work within departments.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Regents passing rates for the Common Core Algebra and Living Environment Exams will increase 3% on the January 2016 exam.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Daily attendance rates averaged in the low 80's for the 2014-2015 SY.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The continued work of Peer Group Connection, coupled with a restructuring of the attendance committee, will improve school culture resulting in an average daily attendance of 85%.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>PGC Advisors will teach a weekly peer leadership course to seniors selected for the program.</p>	<p>12<sup>th</sup> grade mentors</p>	<p>Sept 2015 – May 2016</p>	<p>PGC Advisors, supported by PGC Stakeholder Team, 10<sup>th</sup> grade teachers</p>
<p>PGC Peer Leaders (selected seniors) will lead a specific outreach session once per week with all 10<sup>th</sup> graders.</p>	<p>12<sup>th</sup> grade mentors and all</p>	<p>Sept 2015 – May 2016</p>	<p>PGC Advisors, supported by PGC Stakeholder Team, 10<sup>th</sup> grade teachers</p>

	10 <sup>th</sup> grade students		
PGC Peer Leaders will host a Family Night to foster communication between freshmen students and their respective parents	12 <sup>th</sup> grade mentors and 10 <sup>th</sup> grade parents	Oct 2015	PGC Advisors, supported by PGC Stakeholder Team, 10 <sup>th</sup> grade teachers
PGC Peer Leaders will lead freshmen in performing a community service outreach	12 <sup>th</sup> grade mentors and all 10 <sup>th</sup> grade students	Oct 2015 – May 2016	PGC Advisors, supported by PGC Stakeholder Team, 10 <sup>th</sup> grade teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ol style="list-style-type: none"> <li>Per session (contingent upon funding) for after school activities, including Parent Night: 10 hours total for 5 teachers/staff = 50 hours of per session</li> <li>\$1000 for purchase of materials (e.g. card stock, lamination, etc) for PGC outreach sessions to freshmen \$1000 for light refreshments/materials (e.g. food, raffle prizes, etc) for Family Night, where freshmen parents will attend with students</li> </ol>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By the end of the first term, average daily attendance will increase by 2%.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The Area of Focus from our 2015 QR was 1.2 Pedagogy, where we earned a rating of Proficient. The evidence stated, “While teaching strategies provide multiple entry points, they are not yet consistently strategic to offer high quality supports and extensions so that all students regularly participate in differentiated and challenging activities.”

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2015-2016 SY, first-time passing rates on the Common Core ELA and Global History exams will increase by 5%.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>ELA teachers will teach students the strategies to utilize context clues when vocabulary is unfamiliar and will teach students to access background knowledge and practice inference skills.</p>	<p>All students</p>	<p>Oct 2015</p>	<p>ELA teachers, Literacy coach, ELA Assistant Principal</p>
<p>ELA and Humanities teachers will introduce the CER (Claim-Evidence-Reasoning) structure for argument.</p>	<p>All students</p>	<p>Oct 2015</p>	<p>ELA teachers, Literacy coach, ELA Assistant Principal</p>

ELA and Humanities teachers will analyze January Regents results to determine progress towards goal and will make adjustments for Spring term.	All students	Jan 2016	ELA teachers, Literacy coach, ELA Assistant Principal

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Salary for reading specialist, additional funding for literacy resources and assessments											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Regents passing rates for the Common Core ELA and Global History Exams will increase 3% on the January 2016 exam.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

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

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. 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 .

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, 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. 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

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. 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).

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**Part 4: SWP Schools Only**

**4a. 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.).
NA

**4b. 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.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

<p><b>Directions:</b> 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	387,161.00	x	5A-5C
Title II, Part A	Federal	0		

Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0	x	5C
Tax Levy (FSF)	Local	3,841,142.00	x	5A-5C

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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.

<sup>2</sup>The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

**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 the school. The High School of Computers and Technology, 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 the school and the families. The 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 the school community. The High School of Computers and Technology 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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;

The 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 or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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 or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC)**

The High School of Computers and Technology, 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 on assessments.

#### **I. School Responsibilities:**

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 1<sup>st</sup> 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 to 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.

**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: <u>HS of Computers and Technology</u>	DBN: <u>11X275</u>
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: <u>48</u>
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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

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.

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

### Part C: Professional Development

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

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

**Part D: Parental Engagement Activities**

materials from HSCT, free lunch programs, the school’s ESL curriculum, supplementary school services available to their children, and more.

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"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>11</b>	Borough <b>Bronx</b>	School Number <b>275</b>
School Name <b>High School of Computers and Technology</b>		

### B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal <b>Bruce Abarmowitz</b>	Assistant Principal <b>David Wills</b>
Coach <b>Rachel Durfee</b>	Coach <b>Marty Levine</b>
ENL (English as a New Language)/Bilingual Teacher <b>ENL Paul Romano</b>	School Counselor <b>Leighann Dardzinski/Allen Rose</b>
Teacher/Subject Area	Parent <b>Sylvia Hernandez</b>
Teacher/Subject Area	Parent Coordinator <b>Heather Francis</b>
Related-Service Provider <b>Lacey Forman</b>	Borough Field Support Center Staff Member <b>Jose Ruiz</b>
Superintendent <b>Carron Staple</b>	Other (Name and Title) <b>e</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>540</b>	Total number of ELLs	<b>33</b>	ELLs as share of total student population (%)	<b>6.11%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	33	<b>Newcomers</b> (ELLs receiving service 0-3 years)	13	<b>ELL Students with Disabilities</b>	16
<b>SIFE</b>	7	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	10	<b>Long-Term</b> (ELLs receiving service 7 or more years)	9

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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	13	4	3	10	3	5	9	0	8	32
<b>Total</b>	13	4	3	10	3	5	9	0	8	32

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

\* EP=English proficient student

**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	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): 0

Number of students who speak three or more languages: 0

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										20	5	0	2	27
Chinese														0
Russian														0
Bengali										2	1	0	1	4
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1			2
<b>TOTAL</b>	<b>0</b>	<b>23</b>	<b>7</b>	<b>0</b>	<b>3</b>	<b>33</b>								

## 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 (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	0	0	0	0	0	0	0	0	0	1				1
<b>Emerging</b> (Low Intermediate)	0	0	0	0	0	0	0	0	0	4	1			5
<b>Transitioning</b> (High Intermediate)	0	0	0	0	0	0	0	0	0	5	2		1	8
<b>Expanding</b> (Advanced)	0	0	0	0	0	0	0	0	0	13	4		2	19
<b>Commanding</b> (Proficient)	0	0	0	0	0	0	0	0	0					0
Total	0	0	0	0	0	0	0	0	0	23	7	0	3	33

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0				0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0	0				0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	12	0	8	0
Integrated Algebra	4	0	2	0
Geometry	1	0	1	0
Algebra 2/Trigonometry	0	0	0	0
Math <u>Common Cor</u>	11	0	4	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	17	0	6	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	9	0	5	0
US History and Government	5	0	2	0
Foreign Language	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments)? What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Early literacy skills are assessed both in the reading and writing modalities. Reading level is assessed through several different measurements from the QRI (Qualitative Reading Inventory), of which include reading word lists out of context, site-word counts in context, pre-reading questions, post-reading comprehension questions, and inventories taken about student literacy practices. This data is used to inform the ESL teacher's choice of texts for his classes, as well as individual language and content goals that he interfuses into his curriculum and syllabus. The same goes for data derived by the writing assessments, the CATW (CUNY Assessment Test in Writing) and the previous NYS 9th Grade MOSLS, both of which assess ELLs' compositional, expository, persuasive, and argumentative writing skills. Data from these evaluations provides the ESL teacher with a set of inequity areas that are used to develop curriculum, syllabi, and goals and objectives throughout the course of the school year.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The most recent NYSESLAT results reveal that the majority (40%) of our ELL population consists of incoming freshman (13 out of 33). Furthermore, another trend in our ELL population is the growing number (27%) of ELLs who repeated 9th grade (9 out of 33). This has informed the ESL teacher of the importance of collaborating with other core area subject teachers about the academic English required for students to excel in these disciplines and corresponding regents exams. These teachers have been provided with bilingual glossaries, resources, and dictionaries that ELLs may reference in their class to help them understand difficult terminology, and the ESL teacher Mr. Romano interfuses such academic English vocabulary into his own ELA and afterschool ESL classes. Content knowledge is scaffolded on a continuum from 9th to 12th grade ESL. In general, annual NYSESLAT results have revealed that most of our ELLs test out as Commanding by the 11th grade.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The AMAO Tool presented technical difficulties pertaining to unobtainable password restrictions N/A.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - 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 home language used?

4a. Our ELL population tends to fair better on the English Common Core & Comprehensive English Regents (8 out of 12 passed). Our most challenging area for ELLs at present is the Living Environment exam, with 6 out of 17 having passed last year. Of the students who requested translated copies of the exam in their home language, which were only 2 of 55 last year, they both failed the exams they requested copies for. Those ELLs of low-incidence native language for which our school procured oral translators fared significantly better.

b. ELL Periodic Assessments consist of readministration of the QRI and CATW/MOSL within Mr. Romano's ENL classes. This information is used to update curriculum design, grouping patterns, syllabus design, goals, objectives, learning tasks, activities, and methodology. These assessments have revealed that certain students who are not progressed as quickly as projected will be re-evaluated and considered for the schools Literacy Program, and to attend during-lunch or afterschool tutoring hours. Also, considerations of pairing up 11<sup>th</sup> grade and 12<sup>th</sup> grade bilingual students during their free periods to assist in translating content and academic vocabulary during our ELLs' classes are further options considered when reflecting on the data revealed in our periodic assessments.

4c. In our after-school ENL program, ELLs' native languages are used as a focal point in lessons, are considered when purchasing glossaries and books, when acquiring resources that are dispersed and shared by Mr. Romano with the faculty, and to communicate with parents at home about their students progress. Furthermore, Mr. Romano uses knowledge of L1 and L2 transfer errors (from Second Language Acquisition studies) to diagnose and treat specific ELL challenges.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [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?  
Informally, students are encouraged to share their first language with other students of different L1s, including native English speakers, and Mr. Romano includes foreign language films in Bengali, Spanish, Urdu, Arabic, French, and other languages to open up whole-class dialogues about different cultures, diversity, and tolerance, which in turn sparks in our ELLs a sense of pride. Mr. Romano also peruses students' report cards from previous grades from their native countries, which provides insight into the trends that a given ELL will have with regard to their proficiency levels or learner preferences for subjects like language, math, science, history, etc. Furthermore, Mr. Romano shares information about each students' native country, region, dialect, and more with the staff in order to advocate for their second language development. Our teachers interfuse such information when choosing topics to discuss and teach (Eg. The Islamic Empire's contributions to mathematics; spread of Spanish culture to the Caribbea in global, etc.) Lastly, HSCT has been focusing on increasing the use of literacy-centric instructional strategies for content area subject teachers, such as pre-reading strategies when approaching science or history textbooks, pre-teaching vocabulary, and other ENL strategies.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other 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).

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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section.

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 NYSITELL. Performance on the NYSITELL will determine a child's entitlement to English languagedevelopment support services. If the NYSITELL

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

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

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Our ESL department uses a 9 page3 SIFE Oral Interview Questionnaire .

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

After a student enters the school with an IEP and a Home Language Survey that indicates his/her home language is one other than English, members of the LPT team meet to review that student's performance in previous schools and a number of assessments are administered. If possible, an exam in their native language is given that assesses their proficiency in different core classes, and a bilingual teacher is requested to give an oral interview with the students to derive some informal evaluation of that students' processing capabilities. This team includes ESL Certified Teacher Paul Romano, Director of Special Education Patricia Jackson, Assistant Principal David Wills, and LPT Coach Martin Levine, who whereupon acquiring some tangible evidence about that student's skill will then meet with the student's guardian or parent to discuss what our ESL program entails and if their child would benefit from it. If it is determined that the student has strong oral and listening proficiency, but has noticeable disabilities or issues related to reading and writing in English, these issues are brought to the attention of the LPT team and the parent/guardian to make a best informed decision about whether or not to admit said student to the ELL program. Following protocol, the recommendation is then sent to Principal Bruce Abramowitz, who determines whether or not the student in question should take the NYSITELL. ELL Identification Process terminates if Superintendent Carron Staple approves our Principal's determination and the parent/guardian is notified within 3 days our the LPT's decision. The timeline for parents/guardians to reject the LPT's decision is 20 days. SIFE students are identified using the EPRG for SIFE identification.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Our school ensures that entitlement and non-entitlement parent notification letters are given to the student to take home as well as a copy of the letter mailed to the home within five school days after the NYSITELL is scanned and the score is determined. A follow up call is also made to the home ensuring that the parent has received an entitlement or non-entitlement letter

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents/guardians or students age 18+ are informed of their right to appeal through translated letters and phone-calls with translators and are continually sent letters or called until the student returns with a letter signed or parent/guardian confirms their decision over the phone. Copies of letters are filed for each ELL by Parent Coordinator Heather Francis and ELL Coordinator.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
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 ENL coordinator and the ESL teacher in the ESL coordinator's office files. Parent program choice is monitored through a database of their decisions which is crossreferenced with their signed letters kept in the ENL coordinator's office. Parents who previously chose a TBE/DL program are notified by both the School Coordinators' phone calls (with translators) and letters sent home which indicate parents/guardians of schools that offer TBE/DL programs. This is the default action taken considering our school offers no such programs. Return letters or correspondences over the phone are logged or filed in the ELL Coordinator's office files.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ELL Coordinator will create a data base to track Parent Survey and Program selection that have been either returned or not completed.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Our school ensures that placement parent notification letters are given to the student to take home as well as a copy of the letter mailed to the home. A follow up call is also made to the home ensuring that the parent has received a copy of placement parent notification letter. Parent Coordinator Heather Francis sends home a packet of documents for the student, including the entitlement and non-entitlement letters in both English and a translated copy (which are created through our in-house translators). Parents/guardians are expected to reply by signing the notification letter. The letter is continually sent home with the student until it is returned and filled out.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Copies of all ELL documents are placed in their guidance folders and as well as an additional set copies maintained by the ESL coordinator and the ESL teacher in the ESL coordinator's office files.
11. 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.  
At the time of ordering the NYSESLAT exam, the ATS RLAT and RNMR reports are referenced to determine the amount of tests by grade level required to be ordered. 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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Distribution of continued entitlement and transitional support parent notification letters can occur at different times throughout the school year. Once the school has received the NYSESLAT scores the ESL Coordinator and/or ESL Teacher prepares the notification letters to be mailed home and retains a copy in the student's file. Transitional support letters to parents will be sent home after a assessing student progress in our ESL program.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
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. Because we only have an ESL program we have been successful in reaching out to other High schools within our district (former Network) to ensure placement in their Bilingual program.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.  
Will be addressed when programming is completed.
  - b. TBE program. *If applicable.*  
NA. Currently we do not have a Transitional Bilingual Education program.
  - c. DL program. *If applicable.*  
NA. Currently we do not have a Dual Language program.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Will be addressed when programming is completed.
3. Describe how core content is delivered in each program model. 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 an 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 home 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 each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status
    - 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. Former ELLs are programmed into half a unit of integrated ENL, or 90 total ENL minutes.

6b. Newcomers – Currently 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 as this will change as per the CR Part 154.. 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 Long Term English Language Learners (LTEs) have near- native levels of speech when they come to us. To address any language and learning deficiencies of our LTE population, instruction includes the following: expanding on figurative languages study, build academic language skills, focus on reading and analyzing non-fictional texts and writing opinions/arguments in response, and strengthen note taking skills working with extended literacy skills building. Also, our ESL and Special Education instructors use differentiated instruction within the Integrated Co-Teaching (ICT) classes where Special Ed. LTEs are programmed. Counselors and school support staff offer intensive social-emotional support to LTEs. Our LTE population benefits from both after school and tutoring services to strengthen their language acquisition. Our Saturday school is used as an immersion program to prepare our LTE population for State Regents exams.

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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

Parents/guardians may appeal for a re-identification by written request, in which the school reviews initial or reentry identification process documents, the student's work in English and their L1, the NYISTELL is administered if initially waved by the LPT. After consulting with the parent/guardian, a combination QRI, CATW, MOSL, and other assessments in the first language are administered to evaluate the four language modalities. The final decision is made by the principal.

Both the initial and re-identification process are administered by the LPT team, including the ELL Coordinator, Assistant Principal, ENL Coaches, ENL Teacher, bilingual translators, and the Special Education department if the student in question has an IEP. Academic progress is ensured through regular meetings of the ENL Teacher and Coordinator with that student's core class teachers.

8. 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 ESL teacher and the ESL coordinator increase their communications with the parents of the SWD-ELLs. Furthermore, the ELL teacher utilizes and provides staff with access to readability resources that allow teachers to check the grade level of their textbooks and resources and alter the vocabulary and terminology to meet ELL-SWDs' reading grade levels. These materials are typically common-core aligned already, and so a mere rendering of their terminology does not affect the common-core aligned objectives. These materials accelerate English language acquisition because they use targeted language at a comprehensible level for ELL-SWDS while also embedding language into content, which facilitates a faster acquisition of language as it is pragmatic and task-oriented instruction.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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.

Chart 5.1

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart 5.2

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

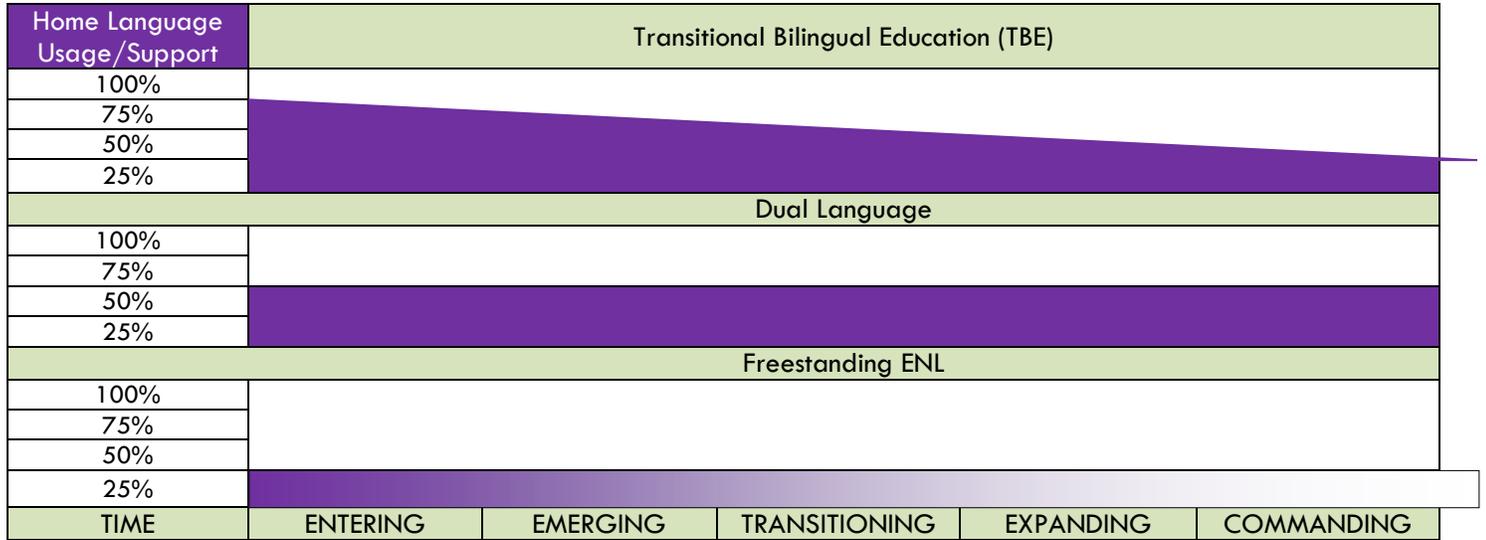


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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:
11. 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 2013 - 2014 NYSESLAT exam showed that 30 % 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 2014 -2015 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.
12. What new programs or improvements will be considered for the upcoming school year?
- No new programs are being considered for the upcoming school year.
13. What programs/services for ELLs will be discontinued and why?
- No current program and or services for ELLS will be discontinued for the upcoming school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 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.
- 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- 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. Students will also have access to mobile lap top to complete assignments, for both assessment as well as for instructional purposes.
- Content area instructional materials to support ELLs include: bilingual dictionaries, bilingual glosseries, online resources and bilingual textbooks
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- 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.

17. Explain how the school ensures all required services/resources support and 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
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
19. 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.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home 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.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
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, and towards the end of the year, the specifics behind pulling student out for administration of the NYSESLAT. The ESL teacher and content area teachers are encouraged to attend training provided by NYCDOE, BETAC, and QTEL Institutes.

The PD Schedule is as follows:

9.18

10.2 - 1 hour ENL ELL Identification and Proficiency Levels PD

10.16

11.6

11.13 - .5 hour ENL PD about Q&A

12.4

12.11 - 2 hour ENL PD about School Translators

1.8

1.15

2.26 - 2 hour ENL PD about 2<sup>nd</sup> Language Acquisition Instructional Strategies in Content-Area Classes

3.4

3.18

4.1

4.15 - 2 hour ENL PD about NYSESLAT Administration

5.6

5.20

6.3

6.10 - ENL PD about ELL Accomodations for Regents Exams (Glossaries, Dictionaries, Translators)

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
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. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
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.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Our ESL teacher will provide professional development twice a year for all staff in the following areas:  
Language Acquisition, Best practices for the Co-Teaching Model when working with students whose English Proficiency Level are either Entering, Emerging or Transitioning, with a focus on strategies and integrating language and content instruction for English Language learners. Our ENL teacher will be required to attend the same Professional development  
are maintained by the school secretary and records of attendance are maintained by the assistant principal.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?  
At select times of the year, parents are notified through letters and phone calls (by translators in their native language) of Saturday meetings with the ENL teacher. During these meetings, a packet is provided to parents and translators are available to assist parents in understand our program goals, NYSESLAT results, and language development needs in content areas (which are derived through consultations with the ELL teacher, ELLs, and their content-area teachers). Parents who do not attend these meetings are called by the school and requested to come to a meeting during our school-day at a time of their convenience, wherein all teachers of that student attend the meeting and discuss said ELLs' individual needs, much in the fasion of a scheduled IEP meeting.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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. Translatedmaterials are distributed at each meeting. Topics include, but are not limited to: NYS Standards, curriculum, state assessments. Our parent coordinator sends home letters to ELLs' parents/guardians notifying them of this optional and available offerings.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with the South Bronx Overall Development Organization, Vision Education Media, Verizon and other neighborhood programs.
5. How do you evaluate the needs of the parents?  
As parents respond to various surveys, their responses are used to determine parent needs and to devise future ELL workshops or informational ELL sessions. Our Parent Coordinator files parent needs and concerns in the ELL Coordinator's office files. Translation services include on-site translators, usage of student translators, and references to outside translators.
6. How do your parental involvement activities address the needs of the parents?  
The school establishes new programs to address the needs and provides support as long as needed including: ARIS training, Englishlanguage clinics, meetings on credit accumulation, state assessments, graduation requirements, and college application process. Translators are available at all times in Spanish, and necessary translators are hired for the evenings when specific meetings are made for low-incidence native language speaking parents/guardians.

### D. Additional Information

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

\*\*\* To be addressed with my ENL teacher in the fall Of 2015.\*\*\*

## Part VI: LAP Assurances

School Name: <u>H.S. of Computers &amp; Technology</u>			School DBN: <u>11X275</u>
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bruce Abramowitz	Principal		7/24/15
David Wills	Assistant Principal		7/24/15
Heather Francis	Parent Coordinator		7/24/15
Paul Romano	ENL/Bilingual Teacher		7/24/15
Sylvia Hernandez	Parent		7/24/15
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Rachel Durfee	Coach		7/24/15
Marty Levine	Coach		7/24/15
Leighann Dardzinski/Allen Rose	School Counselor		7/24/15
Carron Staple	Superintendent		7/24/15
Jose Ruiz	Borough Field Support Center Staff Member		7/24/15
Lacey Forman	Other <u>Related Service Prov</u>		7/24/15
	Other _____		1/1/01
	Other _____		1/1/01



## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **11x275**      School Name: **High School of Computers & Technolo**  
Superintendent: **Carron Staple**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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. Other low-incidence languages include Beng1.ali, Arabic, and French.

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Letters typically disseminated that require translation are the following:

1. Parent-teacher conferences
2. Report-cards
3. Emergency Letters
4. School Policy Change Letters
5. Half-Day Events
6. Regents Week Schedules
7. Promotion and Doubt Letters
8. Summer School Letters
9. IEP Notices
10. ENL Meeting Notices
11. ENL Program Services Letters

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

1. Parent-Teacher Conference (September, November, March, May)
2. PGC Night (TBA)
3. Saturday Meet the ENL Teacher Conferences
4. Scheduled ENL Parent/Guardian Meetings
5. Re-identification Meetings (when applicable)
6. Guidance Counselor Calls to Parents
7. Attendance Teacher Calls to Parents
8. Content-Area Teacher Calls to Parents
9. IEP Meetings
10. Triennials

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Spanish written and oral translations are done by in-house school staff, with ample translators including the Supervisor School Aid, and the school secretaries. Translations for low-incidence languages such as

Bengali, Fulani, Wolof, and French are provided through the Translation & Interpretation Unit. They are contacted within two weeks of sending out documents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The majority of document translations occur in-house through various Spanish-English bilingual translators; for other low-incidence languages, as mentioned above, translators are contacted via the TIU and are sent documents for translation.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The T&I Brochure is distributed by the ELL Coordinator and ENL Teacher during professional development hours.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The aforementioned documents are provided to parents through the translated forms available. These documents are sent out at the beginning of the year by the Parent Coordinator, ENL Teacher, and ELL Coordinator. Parents sign a form in their home language confirming that they have reviewed the documents and are aware of how to receive translated services.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents' feedback on quality and availability of services is evaluated via parent surveys in native languages, and through oral interviews during scheduled meetings, phone calls made home, and mandated parent-ENL teacher meetings held on Saturdays with available translators.