2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 11X275
School Name: HIGH SCHOOL OF COMPUTERS AND TECHNOLOGY
Principal: DAVID WILLS
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: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>High School of Computers and Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>11x275</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>321100011275</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>9-12</td>
</tr>
<tr>
<td>School Address:</td>
<td>800 East Gun Hill Rd, Bronx, New York 10467</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-696-3930</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-696-3950</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Laura Walencik</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:lfrazier2@schools.nyc.gov">lfrazier2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>David Wills</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Joseph Lewis</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Felicia Barrett</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Patricia Jackson-Mccollough</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Fiona Parchment</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Kimone Petgrave</td>
</tr>
<tr>
<td>Benedicta Ayeity</td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>NA</td>
</tr>
</tbody>
</table>

District Information

| Geographical 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 |

Field Support Center (FSC)
**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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Wills</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Joseph Lewis</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Felicia Barrett</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Sylvia Hernandez</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Fiona Parchment</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Kimone Petgrave</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Benedicta Ayeity</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Stanley Bellis</td>
<td>Member/Elected UFT</td>
<td></td>
</tr>
<tr>
<td>Patricia Jackson-McCollough</td>
<td>Member/Elected CSA</td>
<td></td>
</tr>
<tr>
<td>Marty Levine</td>
<td>Member/Elected UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Lakisha Joyner</td>
<td>Member/Elected Parent</td>
<td></td>
</tr>
<tr>
<td>Keila Valerio</td>
<td>Member/Elected Parent</td>
<td></td>
</tr>
<tr>
<td>Augustin Pacheco</td>
<td>Member/Elected Parent</td>
<td></td>
</tr>
<tr>
<td>Keisha Blake</td>
<td>Member/Elected Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/Elected Student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/Elected Student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/Elected Student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/Elected Student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

**The Six Elements of the Framework for Great Schools**

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>With a belief that all children can learn, the mission of the High School of Computers and Technology will be to create an environment where students can prepare for a career in the computer industry while earning a Regents Diploma and building a foundation to further their education in college or post secondary technical school. Mutual respect, understanding, value for community, and a quest for knowledge will serve as guiding principles for our students and staff. All instruction will be interdisciplinary and hands on through project-based education. All members of the school</td>
</tr>
</tbody>
</table>

2018-19 CEP
community will be able to clearly articulate the aspirations of our school and its mission and be equally responsible for the development of our culture and the achievement of our goals.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The High School of Computers and Technology is a small school of approximately 650 students, including 8% ELL and 28% 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.

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.

We have several programs and partnerships that influence our culture and academic environment greatly, none perhaps more significant than our involvement with SkillsUSA. SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA helps each student excel. SkillsUSA’s mission is to empower its members to become world-class workers, leaders and responsible American citizens. SkillsUSA improves the quality of America’s skilled workforce through a structured program of citizenship, leadership, employability, and technical and professional skills training. SkillsUSA enhances the lives and careers of students, instructors and industry representatives as they strive to be champions at work. At HSCT, students are encouraged to compete in a wide range of competitions. For example, in the Computer Maintenance Technology competition, students are required to identify and correct end-user computing issues including configuration problems, operating system failures, boot issues, basic client side network problems and install common software components. Other competitions like Job Demonstration A, requires contestants to demonstrate an entry-level skill used in the occupational area for which they are training. Mobile Robotics is one such competition where students utilize their design and engineering skills to build and program a robot based on the theme of the year. As a SkillsUSA school chapter, we encourage students to take up leadership roles where they conduct meetings to improve our local communities. Students work in their competitions year around after school and compete in a citywide and statewide competition. Students that place first in their competition move on to compete at the national level against fifty four teams and more than 6,000 outstanding career and technical education students — all state contest winners — that
compete hands-on in 100 different trade, technical and leadership fields. HSCT is currently preparing to go to the state competitions where, if they win like they did last year, they will continue to compete at the national competitions.

In addition, another program that enhances and informs our academic culture is our Robotics club. The High School of Computers and Technology is an active member of FIRST Robotics. Our team, 743, helps build science and technology skills and interests in addition to building self-confidence, leadership, and life skills amongst its students.

The FIRST Robotics Competition challenges teams of students and their mentors to solve a common problem in a six-week timeframe using a standard "kit of parts" and a common set of rules. Our team builds a robot from the parts and enters it in a series of competitions that involve not only the operation of other robots, but also presentation of a variety of other associated team activities, including computer animations, activities to increase the appreciation of science and technology throughout the school and community, and involvement in community service activities. The goals of the program include an increased awareness and interest in science and technology, increased college going and potentially a focus on science and engineering careers, and the development of a set of attitudes and skills described by the program as “gracious professionalism” – the ability to work together within a team and to work cooperatively with those on other teams, including potential competitors.

3. Describe any special student populations and what their specific needs are.

The High School of Computers and Technology serves 28% students with IEPs and 8% English Language Learners, including students with dyslexia, cognitive delays, reading levels far below grade level, physical and emotional impairments, as well as language acquisition challenges.

4. Identify 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.

According to the 2016-17 School Quality Snapshot, The High School of Computers and Technology was rated "Excellent" in the categories of Rigorous Instruction and Supportive Environment. Our key area of focus for the 2018-19 school year is the development of Collaborative Teachers to support student achievement.
### School Demographics and Accountability Snapshot for 11X275

#### School Configuration (2018-19)
- **Grade Configuration**: 09,10,11,12
- **Total Enrollment (2017-18)**: 569
- **SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: N/A
- **# SETSS (ELA)**: 18
- **# Integrated Collaborative Teaching (ELA)**: 149
- **# Special Classes (Math)**: N/A
- **# SETSS (Math)**: 3
- **# Integrated Collaborative Teaching (Math)**: 122

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 4
- **# Music**: N/A
- **# Drama**: # CTE
- **# Foreign Language**: N/A
- **# Dance**: 20

#### School Composition (2017-18)
- **% Title I Population**: 70.0%
- **% Free Lunch**: 75.0%
- **% Limited English Proficient**: 8.1%
- **% Attendance Rate**: 87.2%
- **% Reduced Lunch**: 0.9%
- **% Students with Disabilities**: 25.5%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.9%
- **% Black or African American**: 35.9%
- **% Hispanic or Latino**: 53.8%
- **% Asian or Native Hawaiian/Pacific Islander**: 6.9%
- **% White**: 2.1%
- **% Multi-Racial**: 1.4%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19)**: 0.59
- **# of Assistant Principals (2016-17)**: 10
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 11%
- **% Teaching with Fewer Than 3 Years of Experience**: 7%
- **Average Teacher Absences (2014-15)**: 4.7

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **Science Performance at levels 3 & 4**: N/A
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17)**: N/A
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17)**: N/A

#### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4**: 64%
- **Mathematics Performance at levels 3 & 4**: 81%
- **Global History Performance at levels 3 & 4**: 75%
- **US History Performance at Levels 3 & 4**: 75%
- **4 Year Graduation Rate**: 57.0%
- **6 Year Graduation Rate (2011 Cohort)**: 82.3%
- **Regents Diploma w/ Advanced Designation**: 16.7%
- **% ELA/Math Aspirational Performance Measures (2015-16)**: 6%

#### Overall NYSED Accountability Status (2018-19)
- **Reward**: No
- **Recognition**: N/A
- **In Good Standing**: Yes
- **Local Assistance Plan**: No
- **Focus District**: Yes
- **Focus School Identified by a Focus District**: No
- **Priority School**: No
- **Focus Subgroups**: N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

#### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: NO
  - White: N/A
  - Students with Disabilities: NO
  - Economically Disadvantaged: NO
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: NO
  - Hispanic or Latino: NO
  - White: N/A
  - Students with Disabilities: NO
  - Economically Disadvantaged: NO
- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native: NO
  - Hispanic or Latino: YES
  - White: N/A
  - Students with Disabilities: YES
  - 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to the 2016-17 School Quality Snapshot, students entering 9th grade at a level 3 or 4 graduated at a rate of 87%, while their Level 1 peers graduated at a rate of 57%. The priority need is to increase reading levels among students entering high school at a Level 1, so as to provide them better access to rigorous work in all content areas.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, students in the Literacy RTI tier II target group will increase reading levels by one grade level, according to the San Diego Quick Assessment and the QRI6.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Incoming freshmen will be tested for reading comprehension, reading level, and writing skill.</td>
<td>All incoming 9th graders</td>
<td>July-September, 2018</td>
<td>Literacy Coach, Literacy team, Special Education team</td>
</tr>
<tr>
<td>After testing, students will be placed into small, tier II literacy groups.</td>
<td>Lowest 1/3 of testing group</td>
<td>September, 2018</td>
<td>Programmer, Literacy Coach</td>
</tr>
<tr>
<td>Lowest-level 10th graders are enrolled in Read 180 and System 44 reading programs, receiving small-group intervention twice per week.</td>
<td>Targeted 10th graders</td>
<td>Sept 2018 - June 2019</td>
<td>Literacy Coach</td>
</tr>
<tr>
<td>Literacy coach will push-in to 9th and 10th grade special education and ESL classes 1-2 times per week per class, offering additional support.</td>
<td>Targeted 9th and 10th graders, all students in class</td>
<td>Sept 2018 - June 2019</td>
<td>Literacy Coach, Global History and ESL teachers</td>
</tr>
<tr>
<td>Targeted students will be formally re-evaluated using the QR16, and suggestions from teachers will be taken for students in need of services.</td>
<td>Targeted 9th and 10th graders, recommended students</td>
<td>Jan 2018</td>
<td>Literacy Coach</td>
</tr>
<tr>
<td>Literacy coach will meet weekly with grade teams to offer additional resources and support in modifying curriculum and materials.</td>
<td>All teachers</td>
<td>Sept 2018 - June 2019</td>
<td>Literacy Coach, Grade Teams</td>
</tr>
<tr>
<td>Literacy coach will lead monthly Professional Development sessions providing resources to differentiate for the lowest 1/3 and ESL populations.</td>
<td>All teachers</td>
<td>Oct 2018 - May 2019</td>
<td>Literacy Coach, all teachers</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Literacy Coach and ELA teacher will keep parents informed of students' attendance and progress throughout the year. Reports will be sent quarterly (at the end of each marking period) and phone calls will be by the Parent Coordinator to
parents whose students need further support. The Parent Coordinator will also send letters to parents at the beginning of the year with steps to encourage their child’s love of reading.

### Part 4 – Budget and Resource Alignment

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduling adjustments were made to decrease number of courses taught by the Literacy Coach and the IEP teacher so that they can better support the needs of struggling learners. Per session is also scheduled for the special education department to be trained on resources and instructional strategies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
</tr>
<tr>
<td>C4E</td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In February 2019, students in the tier II intervention group will increase lexile levels by 50 points according to the QRI6.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Diego Quick Assessment, Qualitative Reading Inventory Assessment, &quot;Be a Better Reader&quot; Assessments, supplemental materials from Read 180 reading program, classroom grades/scholarship report</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>
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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
<td></td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure</td>
<td>During the 2017-2018 SY, attendance rates according to ATS remained stable (~87%), but the</td>
</tr>
<tr>
<td>you are supporting the whole child?</td>
<td>number of chronically absent students increased to almost 30%.</td>
</tr>
</tbody>
</table>

The priority need is to decrease the number of students who are chronically absent (less than 90% attendance).

Students will be paired up with teacher/staff mentors, who will be provided with regular updates so as to facilitate meaningful relationships with students and parents.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the 2018-19 SY, chronic absenteeism rate will decrease 3%</td>
<td>From 28% to 25% according to ATS.</td>
</tr>
<tr>
<td>from 28% to 25% according to ATS.</td>
<td></td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who are chronically absent from the 2017-18 SY will be assigned mentor teachers/staff members. Mentoring groups will be set up in Skedula.</td>
<td>All target group</td>
<td>Sept - Oct 2018</td>
</tr>
<tr>
<td>Teachers and staff will receive PD regarding strategies for mentoring.</td>
<td>All mentors</td>
<td>Oct 2018</td>
</tr>
<tr>
<td>Mentors will keep in touch with students weekly, monitoring attendance, making short-term goals, and keeping in touch with parents. Mentors will receive weekly update sheets on mentee’s prior week’s attendance for easy reference.</td>
<td>All mentors, all target group</td>
<td>Oct 2018 - May 2019</td>
</tr>
<tr>
<td>Mentors will check-in mid-year during a PD discussion group to celebrate successes, discuss best practices and seek solutions for challenges.</td>
<td>All mentors</td>
<td>Feb 2019</td>
</tr>
<tr>
<td>The attendance team will monitor monthly the number of chronically absent students. A monthly update email will be sent to all staff, informing them of mentees’ attendance.</td>
<td>All mentors</td>
<td>Oct 2018 - May 2019</td>
</tr>
<tr>
<td>Monthly school-wide attendance incentives will supplement short-term goals among mentors and mentees.</td>
<td>All students</td>
<td>Oct 2018 - May 2019</td>
</tr>
<tr>
<td>Parent-Teacher Home Visit Committee will supplement work among mentors and mentees by visiting homes upon recommendation.</td>
<td>Recommended students</td>
<td>Nov 2018 - May 2019</td>
</tr>
</tbody>
</table>

### Part 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

- Mentors will reach out to parents in Oct 2018 to introduce themselves as mentors and will keep in contact with parents (at least once per marking period) regarding their students' attendance. The attendance team, including the AP of Attendance, will track the Chronic Absenteeism rate and will share at cabinet meetings monthly.

### 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.
Staff who are interested will complete training through the DOE for Parent-Teacher Home Visits and per session will be funded for these visits. Further, the attendance team will hold weekly meetings.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

By February 2019, chronically absent rate will drop to 26.5% according to ATS.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Chronically absent list (ATS, Principal’s Portal)

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

1. According to STARS, the school-wide scholarship rate (passing rates for courses) for 2017-18 Term 2 was 62%, but there was wide variance across disciplines (e.g. 55% in science vs. 87% in Career Development).

2. According to HSCT’s 2017-18 Quality Review, the Area of Focus is 2.2: Assessment. According to the reviewer, “Assessment data doesn’t drive adjustments. Teachers aren’t tracking data in groups to make adjustments to the curriculum.” Further, on the Student Perception Survey 61% of students responded favorably that “the teacher gives me feedback that helps me learn.”

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, end-of-year school-wide scholarship rates (passing rates for courses according to STARS) will increase 2% from 62% to 64%.
PART 3a – ACTION PLAN

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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

All teachers will receive and evaluate REDS based on June 2018 Regents data. Data will be disaggregated to display scores of ELLs, SWDs, SIFE students, and STH. Teachers will analyze data in department meetings to find trends and discuss instructional practices to increase performance.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Start Date</th>
<th>End Date</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers will receive and evaluate REDS</td>
<td>Sept 2018</td>
<td></td>
<td>Peer Collaborative Teacher (PCT), All Teachers</td>
</tr>
<tr>
<td>Teachers will administer formative assessments (at least monthly) and will analyze results, with assistance of PCT.</td>
<td>Oct 2018 - May 2019</td>
<td>PCT, All Teachers</td>
<td></td>
</tr>
<tr>
<td>PCT will meet with departments (one dept per week) to discuss formative assessment needs and efficient methods to collect data.</td>
<td>Oct 2018 - May 2019</td>
<td>PCT, All Teachers</td>
<td></td>
</tr>
<tr>
<td>Regents teachers will administer Mock Regents Exams using ExamView and analyze results, with assistance of PCT.</td>
<td>April 2019</td>
<td>All Regents Teachers</td>
<td></td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Regents teachers will send home Mock Regents results and benchmark assessments, recommending additional support when needed. Grade teams will send home progress reports once per marking period, along with letters to parents that include strategies for supporting their children.

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.

Peer Collaborative Teacher, laptops, supplies to support the workshop model.

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

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I SWP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I TA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I SWP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I TA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

By February 2019, school-wide scholarship rates (passing rates as indicated in STARS) for Term 1 will increase by 1%

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

STARS scholarship reports (school-wide), ExamView data

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Data Trends, Source and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

1. In the 2017-18 SY, school-wide scholarship data remained steady at a 62% passing rate for classes (STARS, 2017-18, Term 2, all students). In the 2017-18 SY, 72% of students earned 10+ credits in 1st year (NYC School Quality Snapshot).

2. In the 2017-18 SY, 9th grade students with IEPs performed lower than the school-wide average by 15%. This target group showed passing rates of 47% (STARS, 2017-18, Term 2, Group 48402). Further, out of students in the lowest third, 46% earned 10+ credits in their first year (compared to 72% for all students), which is the 7th percentile for the NYC (NYC School Quality Snapshot).

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>SMART Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 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–Specific, Measurable, Achievable, Relevant, and Time-bound.</td>
<td></td>
</tr>
<tr>
<td>During the 2018-19 SY, scholarship rates for the target group (9th grade students with IEPs) will increase 4% from 46% to 50%.</td>
<td></td>
</tr>
</tbody>
</table>
Part 3a – Action Plan

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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

Target Group(s) Who will be targeted?
Timeline What is the start and end date?
Key Personnel Who is responsible for implementing and overseeing the activity/strategy?

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master schedule will be adjusted to accommodate self-contained classes for entering 9th graders.</td>
<td>Self-contained 9th graders</td>
<td>Summer 2018</td>
<td>Programmer, Special Ed Team</td>
</tr>
<tr>
<td>IEP teacher will meet with Literacy Coach to discuss lowest third in 9th grade and determine intervention schedule.</td>
<td>Lowest third</td>
<td>Sept 2018</td>
<td>IEP Teacher, Literacy Coach</td>
</tr>
<tr>
<td>IEP teacher will meet with 9th grade team 2x per week (as well as other grades on a rotating basis) to provide input on curriculum adjustments/individual needs of students with IEPs.</td>
<td>Lowest third</td>
<td>Oct 2018 - May 2019</td>
<td>IEP Teacher, 9th grade team</td>
</tr>
<tr>
<td>IEP teacher will push-in and pull-out students, utilizing Read 180 materials to increase reading levels. IEP teacher will re-evaluate students' reading levels quarterly and will share results with grade-level departments.</td>
<td>Lowest third</td>
<td>Oct 2019 - May 2019</td>
<td>IEP teacher, all grade teams</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Students with IEPs will be invited in annually to discuss progress and make adjustments to IEP (annual meetings). In addition, parents of students in the 9th grade self-contained classes will be regularly updated of progress.

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.

Create classroom space for pull-out services (literacy intervention, SETSS, and special education resources), adjust master schedule to accommodate IEP teacher's reduced course load and self-contained classes in 9th grade.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
</tbody>
</table>

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.

In February 2019, Term 1 scholarship rates (course passing rates, as indicated in STARS) for the target group will increase by 2%.

### Part 5b.
Indicate the specific instrument of measure that is used to assess progress.

- STARS scholarship reports, literacy intervention data

### Part 5c.
In **February 2019**, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

According to the NYC DOE Office of Post-Secondary Readiness, “at least 1.7 million students do not file a FAFSA because they believe themselves to be ineligible. It has been estimated that $50 million in Pell Grant Awards are untapped by New York City students that would have been eligible had they filled out a FAFSA.” Additionally, due to recent federal changes to the FAFSA completion timeline, it is imperative that parents and students are aware of the changes.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the 2018-19 SY, FAFSA Completion rates among graduating seniors will increase 8% from 77% to 85%.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College Access Committee will contact NY State Higher Education Services Corps to arrange FASFA workshops for 2018-2019 SY.</td>
<td>Outside resources Summer 2018</td>
<td>College Access Committee</td>
</tr>
<tr>
<td>College counselors will make appointments to meet with each senior to discuss a plan of action, narrow down prospective college choices, and generate FAFSA ID’s for students and parents.</td>
<td>All seniors Sept 2018</td>
<td>College Advisor</td>
</tr>
<tr>
<td>Parents will schedule appointments to discuss tax information for FASFA and continue to collect FASFA documents.</td>
<td>Parents, seniors Sept 2018 - Oct 2019</td>
<td>College Advisor</td>
</tr>
<tr>
<td>A building-wide information session (in English and Spanish) will be held for parents and students to be advised on documents needed and information regarding FASFA IDs.</td>
<td>Parents, seniors from campus Oct 2018</td>
<td>College counselors from campus, community support from local colleges</td>
</tr>
<tr>
<td>A completion session will be held for parents and students to complete the FASFA with college counselors and financial aid representatives from local colleges ready to answer questions.</td>
<td>Parents, seniors from campus Oct 2018</td>
<td>College counselors from campus, community support from local colleges</td>
</tr>
<tr>
<td>Provide support for families of undocumented students to access citizenship, as well as financial resources for college.</td>
<td>Undocumented students and parents Ongoing</td>
<td>College counselors, outside Legal Aid society</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

| N/A |

### 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.

Funds will be allocated for refreshments during workshops and per session for 12 counselors to attend two information sessions.

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

By January 1, 2019, 65% of students will have completed their FASFA, and by March 1, 2019, 85% of students will have completed the FASFA.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

FASFA completion data portal

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Academic performance, teacher recommendation</td>
<td>After school tutoring, Saturday Regents Prep</td>
<td>Small group</td>
<td>After school, Saturdays</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Academic performance, teacher recommendation</td>
<td>After school tutoring, Saturday Regents Prep</td>
<td>Small group</td>
<td>After school, Saturdays</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Academic performance, teacher recommendation</td>
<td>After school tutoring, Saturday Regents Prep</td>
<td>Small group</td>
<td>After school, Saturdays</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Academic performance, teacher recommendation</td>
<td>After school tutoring, Saturday Regents Prep</td>
<td>Small group</td>
<td>After school, Saturdays</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Academic performance, teacher recommendation, IEPs</td>
<td>Counseling sessions, parent meetings</td>
<td>Small group/Individual</td>
<td>During school, after school as needed, grade team meetings</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   There are currently 52 students in temporary housing (1 awaiting foster care placement, 38 doubled up, 12 in shelters, 1 in other temporary living situations).

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

   Students in Temporary Housing will receive the following services:

   1. Regular counseling sessions with guidance counselors/social worker to address socio-emotional and physical needs, including hygiene
   2. Clothing/uniform supplies
   3. School supplies
   4. Alternate AIS/extra-curricular activities to support individual time constraints
   5. Medical services through Montefiore clinic
   6. Support for attendance/lateness through mentoring program

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

NA
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td>NA</td>
</tr>
<tr>
<td><strong>3.</strong> Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.</td>
<td>NA</td>
</tr>
</tbody>
</table>
Section 8: 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(s) where the response can be found.
- 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 2017-18, the School Quality Guide indicated a teacher attendance rate of 97%. With low teacher turnover, 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 often 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).

At HSCT, the cabinet (Principal, 3 APs) actively monitors data for trends in teacher and student performance (scholarship reports, Advance observation data, OORS report data, etc). These trends are discussed, along with teacher concerns, during Extended Cabinet bi-weekly meetings which consist of administrators, a guidance counselor, social worker, team leaders, and discipline leaders. This Extended Cabinet then works to create meaningful PD guided by teachers and teams.

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).

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 all students, including those with IEPs and ENL students. 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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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 that it has met the intent and purposes of each program whose funds are consolidated. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Column A</strong> Verify with an (X)</td>
</tr>
</tbody>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th>Program Type</th>
<th>Source</th>
<th>Amount</th>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$416,307.00</td>
<td>5A, 5B, 5D</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366.00</td>
<td>5E</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$4,580,022</td>
<td>5A-5E</td>
</tr>
</tbody>
</table>

**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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

### Parent and Family Engagement Policy

<table>
<thead>
<tr>
<th>Parent Involvement Policy (PIP)</th>
</tr>
</thead>
</table>

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 Every Student Succeeds Act (ESSA), 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 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.

### Support for Parents and Family Members of Title I Students

<table>
<thead>
<tr>
<th>The High School of Computers and Technology will support parents and families of Title I students by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
</tbody>
</table>
● 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;

---

**Parental Involvement and School Quality**

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., ESSA/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 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;

- 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;

---

### Encouraging School-Level Parental Involvement

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 Every Student Succeeds Act (ESSA), 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: High Quality Curriculum
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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs.

II. Parent/Guardian Responsibilities

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;

2018-19 CEP
• 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

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

| Total # of ELLs to be served: | ______ |
| Grades to be served by this program (check all that apply): | ______ |
| Total # of teachers in this program: | ______ |
| # of certified ESL/Bilingual teachers: | ______ |
| # of content area teachers: | ______ |
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: ______

HSCT’s ENL supplemental program is twofold, on one end supporting a morning language intensive ENL program that provides targeted small group instruction to ELLs to help them meet proficiency in English, while the afternoon program is organized to target ENL students struggling with Global, Algebra, and Living Environment Exams.

Analysis of student performance indicated that more than 65% of our current ELLs scored at the Expanding proficiency level in the Spring 2017 NYSESLAT. In order to sustain such success, HSCT plans on offering a before-school Title III program that will target the 32% of ELLs that scored between the Entering and Transitioning levels. This program will start in October and continue through until March, for fifty sessions, five days a week, from 7:25 AM to 8:20 AM. One certified ENL teacher will provide instruction to approximately 15 students. 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, vocabulary, discourse skills, and native language support.

During this course, the ENL 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 is 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/Academic Writing - Students practice persuasive and argumentative writing through scaffolded prompts and activities.

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

Thorough analysis of ELL regents performance using the EDAT indicates that our ELLs have the most difficulty passing the Global, Living Environment, and Algebra regents exams. As such, HSCT will target these students (16 ELLs for Global, 13 ELLs for Algebra, and 12 ELLs for Living Environment) by implementing an after-school program on Wednesdays to Fridays, starting from October and ending in March, for 50 sessions. The program will operate from 3:00 PM to 4:00 PM and will be serviced by one certified ENL teacher and three content-area teachers (1 per subject). On Wednesdays the ENL teacher will co-teach with a Global teacher; on Thursdays the ENL teacher will team-teach with an Algebra teacher, and Friday’s integrated instruction will be provided with a Living Environment certified teacher. The ENL teacher will co-plan with core-curriculum instructors in order to provide content-based ENL instruction that assists ELLs with regents specific tasks. Furthermore, co-teachers will collaborate to make content-specific vocabulary and texts accessible to students through scaffolded
Part B: Direct Instruction Supplemental Program Information

Integrated instruction will also be strongly supplemented through utilization of ELLs’ native language support, by using word-to-word bilingual dictionaries and glossaries. Parents will be notified of students’ attendance through letters and calls home, with our school staff available for translation during home-calls as well as for translating notifications; the NYC DOE Translation & Interpretation Unit will furthermore be contacted in the event that the necessary translators are unavailable; all records of attendance and notifications will be kept in a file in the ENL teacher’s classroom.

Assessments will include regents tasks (multiple choice and short answer response questions) and in-class formal observations recorded by the ENL teacher. This information and students’ progress in the course, along with other relevant data will be shared with students’ corresponding regents teachers to inform their instruction.

For the before-school program, Title III funds will additionally be used in our supplemental program to purchase academic writing textbooks and basal readers, as well as some new high interest low level novels. Materials utilized for the after-school program will consist of textbook materials, test-prep materials, glossaries and dictionaries, and multi-media, at no cost to Title III funds.

Part C: Professional Development

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

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

Begin description here:

On-going professional development for Title III instructors and for ENL related topics as they pertain to staff services in 2018-2019 serves to (a) enhance Title III Global, Algebra, and Science after-school instructors’ knowledge of TESOL strategies, (b) to keep the Title III ENL teachers aware of new techniques, teaching strategies, and resources which will then be disseminated to relevant staff, (c) to increase advocacy for ENL students through enhanced awareness and training of staff members, and (d) to increase ENL students’ language proficiency and attainment of regents’ diplomas.

Of the teachers in the Title III program, the ENL teacher and Science, Math, and Global teachers will attend monthly PDs provided by the Bronx Borough Field Service Center (BFS), the Division of English Language Learners and Student Support (DELLSS), and the UFT’s English as a Second Language/Bilingual Committee (ESLBC). Selection of topics and PD sessions will be made available as these groups post dates in their email lists.

At no cost to the Title III funds, our ENL teachers will provide 8 PD sessions in the 2018-2019 school year, both individually and in collaboration with the Title III global and science teachers for different sessions. The goal of these sessions will be to assist mainstream teachers in delivering instruction to ELLs by providing them with techniques, resources, and best practices, as well as making them readily aware of updated information regarding who students are and their background (native language and country, English proficiency level, learner preferences), and what available translation services there are for expanding their own parent outreach strategies.

Additionally, as major exams arise (Regents and NYSESLAT) making teachers aware of logistics and student accommodations should enable teachers to adjust instruction for ENL students accordingly. Training staff in TESOL strategies will positively impact ELLs as it will
### Part C: Professional Development

Increase their potential to gain academic proficiency in each area as teachers learn how to provide explicit language instruction and content literacy.

**PD Schedule for 2018-2019**

- **September 20th** - Programming Requirements (Cr-154), Introduction to ENL Roster, NYSESLAT Results, Parent Teacher Conference Translators/Concerns
- **October 18th** – Ways to Support ENL Students in Mainstream Classrooms & Parent Outreach Services (Staff Translators, etc.)
- **November 9th** – Available Resources for Parent Teacher Conferences & Title III After-school Program Progress
- **December 13th** – Designing Common Core Aligned LPs for ENL Students, Teaching Content Vocabulary, & Test Taking Literacy
- **January 17th** – Term 2 Concerns: Teaching & Grading Newcomer Admits, Regents: Testing Accommodations, Bilingual Glossaries, and Dictionaries
- **February 14th** – Teaching Content Literacy and Individual ENL Student Multimedia Resources (Programs) and ENL Student Progress Inquiries
- **April 4th** – NYSESLAT Information Session (Turn-key Scoring Parameters)
- **June 6th** – June 2019 Regents (Testing Concerns) & Summer School

Records of the PD sessions that Title III teachers attend, attendance of mainstream/special ed. teachers at the ENL teacher’s PD sessions, and agenda notes regarding teachers’ concerns will be kept in a filing cabinet in the ENL teachers’ classroom.

### 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 ENL instructor, along with corresponding translators from our staff and the Translation & Interpretation Unit will engage parents by hosting a total of four hour long mini-seminars on select Saturdays (that are based around parent available determined by surveys), where they learn about how to support their children to improve reading, writing, and English acquisition skills. Bilingual interpreters (obtained through our school staff and the Translation & Interpretation Unit) are used to assist the ENL instructor during these seminars and with notifying parents of these events via phone and letter. In addition to notifications sent home, 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 ENL teacher/staff and auxiliary translators prior to the seminars.

Via flyers and phone calls, parents are also informed of teacher/school expectations, curriculum standards and benchmarks, and their rights regarding access to interpreters and translated materials from HSCT, free lunch programs, the school’s ENL curriculum, supplementary school services available to their children and more. During these sessions, parents of Title III students and ENL students will be provided with a presentation as well as hand-outs in their native languages that pertain to the information disseminated during that particular day (with topics elaborated upon below). Also, after the first session parents will be provided with survey documents allowing them to request information they need and explain how proceeding sessions
Part D: Parental Engagement Activities

can more adequately assist them. Other staff utilized for the below-mentioned sessions are Ms. Jessica Torres, our school’s College Adviser who is fluent in Spanish, our school’s Parent Coordinator and Language Access Coordinator Ms. Heather Francis, and the Title III Global and Science teachers, who will attend the session that introduces parents to the after-school program. 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, checking their children’s homework, increasing communication with teachers and school staff, making frequent trips to the public library, engaging their children in meaningful conversations when possible, watching educational children’s television programs together, reading bilingual books (including where to find them), and encouraging their children to find tutors.

The dates, providers, and topics covered are listed below, but are subject to change based on parent availability:

October 15th – Introduction to Title III Programs and ENL Curriculum, High School Graduation Requirements (ENL Teachers Mr. Romano & Mr. Markolovic, Language Access Coordinator Heather Francis, Staff Translators - Sylvia Hernandez, Darlene Maldonado, Betsy Mojica, and auxiliary translators, and the Title III Global and Science teachers)

December 17th – Strategies to Increase Students’ Native Language Proficiency and Parent Participation at Home (ENL Teacher Mr. Romano, Language Access Coordinator Heather Francis, Staff Translators - Sylvia Hernandez, Darlene Maldonado, Betsy Mojica, and auxiliary translators, and the Title III Global and Science teachers)

April 1st – NYSESLAT Info. Session and College Readiness for ELLs (ENL Teacher Mr. Romano, Language Access Coordinator Heather Francis, Staff Translators - Sylvia Hernandez, Darlene Maldonado, Betsy Mojica, and auxiliary translators, College Adviser Ms. Jessica Torres)

All records of attendance, staff involved, and agenda notes will be kept in a separate folder in the ENL teacher’s classroom.

Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part E: Budget

#### FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.

Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Travel</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Other</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>TOTAL</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>select one</td>
<td>High School of Computers and Technology</td>
<td>275</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bruce Abramowitz</td>
<td>Patricia Jackson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>ENL/English as a New Language/Bilingual Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Durfee</td>
<td>Paul Romano</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roko Markolovic/ENL</td>
<td>Lacey Forman</td>
</tr>
<tr>
<td>Antoinette Pagnotta/ELA</td>
<td>X</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Field Support Center Staff Member</td>
</tr>
<tr>
<td>Heather Francis</td>
<td>Anita Bushi</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Carron Staple</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of certification foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7-12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>525</td>
<td>38</td>
<td>7.24%</td>
</tr>
</tbody>
</table>

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2014-15)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>TBE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>TBE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   Formative assessments include students' teachers report cards, informal assessments throughout the year, and assessments conducted by our ENL teachers at periodic points during the year.

2. What structures do you have in place to support this effort?
   Structures in place include our staff responsible for administering and analyzing all above-mentioned assessments, though a great portion of this is conducted by our ENL teachers.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   We use results from the NYSESLAT, a QRI (Quality Reading Inventory) reading assessment, writing assessments created and implemented by our ENL instructors, regents scores, ELA and Math state assessments from middle school, ongoing informal
assessments conducted by our ENL instructors, PSAT score performance, and a reading inventory from our Read 180 program that determines students’ lexile levels.

4. What structures do you have in place to address interventions once the summative data has been gathered?
For our incoming freshman enrolled in the Read 180 program, the ENL instructor and ELA teacher/literacy coach running the class will regularly update student specific data as it pertains to the reading intervention. Students will be moved in and out of this class as needed throughout the year. Furthermore, the afterschool program taught by our ENL teachers and math and science teachers is programmed and designed around such summative data.

5. How does your school use 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.] Not applicable.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
Our ELL program is informed by results from the NYSELAT and regents performance. Relevant data guiding the creation of an afterschool math and science regents ENL class includes that 17 of our ELLs failed Algebra Common Core and 13 of our ELLs failed Living Environment this year. Proficiency levels as per the NYSELAT, as well as core area and ENL teacher informal assessments are used to guide decisions about curriculum design and strategies used within both ENL classes and our afterschool ELL class.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
These findings are disseminated via the ENL instructors during professional development meetings with the entire staff and team/grade wide meetings that occur during our schools lunch period at least three times a week.

---

**Part IV: ELL Programming**

### 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]).
   - Freestanding ENL program.
     - Will be addressed when programming is completed.
   - TBE program. *If applicable.*
     - NA. Currently we do not have a TBE program.
   - DL program. *If applicable.*
     - NA. Currently we do not have a DL program.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   - 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.
Core content is delivered in English with native language support. Our ENL teachers collaborate with content area teachers to monitor ELLs' progress and to share effective ENL 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 have student pairing and group work using the 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 ENL teachers and teachers across all content areas use research-based instructional strategies that 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. Our beginner ELLs travel with iPads which they use for translation and other linguistic purposes.

Our ENL teachers collaborate with content teachers across all grade levels and our grade team/discipline leaders to ensure that ELL students are engaged in high quality, rigorous instruction using curricula and instructional materials aligned to the six ELA instructional shifts of the Common Core Learning Standards. Our ENL teachers will engage ELL students in reading more complex texts and nonfictional sources to prepare them for the demands that both colleges and careers require. Our ENL teachers 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. Our science, math, history, and technology teachers will assist ENL teachers in ensuring that all students including ELL’s will engage in focused instruction focused that develops the conceptual understanding required for them to apply their logical thinking within a context and/or a applied approach using authentic based performance tasks. ELL students will build the necessary procedural skills and fluency in order to work through more complex problem solving leading to advance course work in mathematics.

4. How do you ensure that ELLs are appropriately evaluated in their 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 in some classroom-generated assessments. Whenever there is a question of a students' first-language proficiency, our ENL teachers created native language diagnostics of the four modalities which are approved by a native speaker on staff (we have Spanish, Arabic, and Albanian translators, while our Bengali and French students' diagnostics are accounted for via Translation Interpretation Unit.

5. 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

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 our afterschool program. 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. Our ENL and content area teachers also increase their communications with the parents of the identified students. Furthermore, we provide SIFE students with explicit instruction in basic academic skills, such as understanding the structure of textbooks and school materials, how to use a calculator, how to read programs, how to take notes, how to record homework assignments, etc.

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. Newcomers 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. They are also provided with iPads to use during their classes. Furthermore, all our newcomer ELLs are admitted into our Read 180 literacy program, wherein students receive targeted literacy instruction at their lexile/language proficiency levels.

6c. ELLs receiving service 4-6 years – These students benefit from freestanding ENL 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) typically have near-native levels of speech when they come to us and are concurrently special education students. 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 ENL 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.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

SWD-ELLS are appropriately served as per each students’ IEP. ENL, 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. Our ENL teachers and increase their communications with the parents of the SWD-ELLS.

7. 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 ENL, 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. Our ICT classes contain 60% general education students.

8. 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 which include:

- PD on ELL strategies for content area teachers facilitated by ENL and trained pedagogues
- Inquiry teams examining the progress of ELLs
- After school tutoring in core content areas such as math, social studies, science and technology 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. 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 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 ENL 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.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year? Based on the data mentioned above (17 ELLs having failed Algebra and 13 ELLs having failed Living Environment) our school will implement an afterschool ENL regents targeted program that combines on math or science teacher with one ENL instructor in order to combine core content and TESOL strategies in an effort to better assist our ELLs in passing the exams. Additionally, we have two parent outreach meetings per year (where all content area teachers and ENL teachers of a given student, including that student and parent/guardian meet) will be conducted to ensure that action plans are created for students who have failed regents and are failing classes.

10. If you had a bilingual program, what was the reason you closed it?

X

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our ENL instructors go to great lengths to meet with leaders and coordinators of school programs (including Skills USA, the Bridge Program, SoBRO outreach, Robotics and Bicycle Clubs, and sports teams, and more) in order to advocate for our students and ensure their access to such programs. Furthermore, translators are used to inform students of these programs and suggest opportunities for them. Our College Adviser, who is a fluent Spanish speaker, also works in conjunction with our ENL instructors for recommendations about ELLs who should be included in supplementary college access courses offered at Lehman College, as well as an advanced literacy building program offered in the Evander Child’s Campus.

12. 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 Promethean technology, the Quizdom hand-held survey system, visual hallway notification systems, bilingual glossaries and dictionaries, iPads for entering and transitioning students, and the Read 180 program are employed. Students will also have access to mobile laptop carts to complete assignments, for both assessment as well as for instructional purposes.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Native language support is provided 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.

14. 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
ENL teachers at Evander Child’s, as typically prompted by and organized by our school’s ELL Coordinator, meet at select times during the year and communicate through email in order to disseminate information and share best practices.

16. 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.

17. 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. Japanese classes are also offered as an alternative to Spanish.

18. For schools with dual language programs:
a. 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.
b. In which language(s) is each core content area taught?
c. How is each language separated for instruction?
d. 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.

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 and non-pedagogic staff.) 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?

Four hours each month and two full days per year of Professional Development is provided to all staff who are involved with ELLs and include APs, subject area teachers, special education teachers, guidance counselors, psychologists, secretaries, speech therapists, physical therapists, the parent coordinator, and office personnel. A minimum of 7.5 hours of these PDs are devoted to ELL identification and instruction. The ENL teacher and content area teachers are encouraged to attend training provided by NYCDOE, BETAC, and QTEL Institutes.

2. 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 ENL teachers will provide professional development four times 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 teachers 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.

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?

We conduct two parent outreach meetings per year (where all content area teachers and ENL teachers of a given student, including that student and parent/guardian meet) will be conducted to ensure that action plans are created for students who have failed regents and are failing classes. We are able to obtain Albanian, Arabic, and Spanish translators for non-English speaking parents. For Bengali and French speaking parents, we will typically use the Translation Interpretation Services Unit.
2. 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 group workshops and to be members of the Parent’s Association. All communications are provided in English and native languages. Translated materials are distributed at each meeting. Topics include, but are not limited to: NYS Standards, curriculum, state assessments.

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.

No additional info.
Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Bruce Abramowitz, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bruce Abramowitz</td>
<td>Principal</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Patricia Jackson</td>
<td>Assistant Principal</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Heather Francis</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Paul Romano</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>x</td>
<td>Parent</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Roko Markolovic/ENL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Antoinette Pagnotta</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Marty Levine</td>
<td>Coach</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Rachel Durfee</td>
<td>Coach</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Lacey Forman</td>
<td>School Counselor</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Carron Staple</td>
<td>Superintendent</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Anita Bushi</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>X</td>
<td>Other x</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>X</td>
<td>Other x</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>X</td>
<td>Other x</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
**2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS**

*Requirement under Chancellor’s Regulations A663 for all schools*

**DBN:** 11x275  
**School Name:** High School of Computers & Technology  
**Superintendent:** Carol Staple

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary) Paul</td>
<td>Romano</td>
<td>ELL Coordinator &amp; ENL Teacher</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Roko</td>
<td>Markolovic</td>
<td>ENL Teacher</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Patricia</td>
<td>Jackson</td>
<td>Assistant Principal</td>
<td>NO</td>
<td>YES</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

Using the biography file, emergency contact cards, ATS reports (including the RCPL), Home Language Identification Surveys, teacher observations and notes updated in our school’s Skedula database, we evaluate our parents’ needs in order to ensure communication in parents’ preferred languages. These documents are accessed regularly to keep up with changing preferences and to determine whether to utilize an in-house staff translator for Spanish or Arabic or to call through the Translation and Interpretations Unit for other low incidence languages.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amharic</td>
<td>1</td>
<td>.011</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>Albanian</td>
<td>4</td>
<td>0.43</td>
<td>4</td>
<td>0.43</td>
</tr>
<tr>
<td>Arabic</td>
<td>8</td>
<td>0.86</td>
<td>8</td>
<td>0.86</td>
</tr>
<tr>
<td>Bengali</td>
<td>30</td>
<td>3.22</td>
<td>31</td>
<td>3.22</td>
</tr>
<tr>
<td>Cebuano</td>
<td>1</td>
<td>0.11</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>Chinese</td>
<td>5</td>
<td>0.54</td>
<td>5</td>
<td>0.54</td>
</tr>
<tr>
<td>Cantonese</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>Estonian</td>
<td>3</td>
<td>0.32</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>French</td>
<td>3</td>
<td>0.32</td>
<td>3</td>
<td>0.32</td>
</tr>
<tr>
<td>Nahuatl</td>
<td>1</td>
<td>0.11</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>English</td>
<td>601</td>
<td>64.48</td>
<td>596</td>
<td>63.95</td>
</tr>
<tr>
<td>Punjabi</td>
<td>1</td>
<td>0.11</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>Spanish</td>
<td>263</td>
<td>28.22</td>
<td>266</td>
<td>28.54</td>
</tr>
<tr>
<td>Soninke</td>
<td>3</td>
<td>0.32</td>
<td>2</td>
<td>0.21</td>
</tr>
<tr>
<td>TWI</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0.21</td>
</tr>
<tr>
<td>Urdu</td>
<td>6</td>
<td>0.64</td>
<td>6</td>
<td>0.64</td>
</tr>
<tr>
<td>Ukrainian</td>
<td>2</td>
<td>0.21</td>
<td>3</td>
<td>0.32</td>
</tr>
</tbody>
</table>
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

[Spanish = 28.54%]

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences</td>
<td>Bigword Translators for low incidence languages (Bengali, Urdu, etc.)</td>
<td></td>
</tr>
<tr>
<td>Saturday Meet the ENL Teacher Conferences</td>
<td>TBA</td>
<td>Staff translators for Spanish and Arabic, the Big Word Translators for low incidence languages (Bengali</td>
</tr>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
In the event of a school emergency our school (a) sends a letter home in English and the preferred language of parents/guardians as well as (b) calls the parents houses and leaves a voicemail if necessary. For low incidence languages our secretaries use the Translation and Interpretations Unit Service to communicate with parents.

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

At both the beginning of the 2017-2018 school year in September and midway through in January, teachers and staff attend a professional development session where our Language Access Coordinators distribute Chancellor’s Regulation A-663 and show staff how to utilize the Translation and Interpretation Services Unit as well as key staff translators for creating translated documents within the building.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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 E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.