

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [X] Magnet [] Choice

Name of Principal Mr. Edwin Reyes
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Technology High School
(As it should appear in the official records)

School Mailing Address 223 Broadway
(If address is P.O. Box, also include street address.)

City Newark State NJ Zip Code+4 (9 digits total) 07104-3914

County Essex

Telephone (973) 481-5962 Fax _____

Web site/URL <https://www.nps.k12.nj.us/tec/> E-mail edreyes@nps.k12.nj.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Roger Leon E-mail rleon@nps.k12.nj.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Newark Board of Education Tel. (973) 733-7333

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Ms. Asia Norton
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 44 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 18 High schools
 - 2 K-12 schools
- 64 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☒ Urban (city or town)
☐ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	164
10	166
11	159
12 or higher	175
Total Students	664

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.2 % American Indian or Alaska Native
 - 3.5 % Asian
 - 16.8 % Black or African American
 - 66.3 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 12.8 % White
 - 0.3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 3%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1, 2021	682
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):
Spanish, Portuguese, French-Creole, Arabic, Hindi, Urdu, Dari, Mandarin, Sinhala, Twi, Ga, Ewe, Filipino, and Bengali

English Language Learners (ELL) in the school: 1 %
7 Total number ELL

7. Students eligible for free/reduced-priced meals: 74 %
Total number students who qualify: 490

8. Students receiving special education services with an IEP: 7 %
Total number of students served 44

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>0</u> Autism	<u>4</u> Multiple Disabilities
<u>16</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>10</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>12</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 3 %
Total number of students served: 21

10. Number of years the principal has been in the position at this school: 11

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	7
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	45
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	96%	98%	98%	95%	94%
High school graduation rate	98%	99%	96%	93%	95%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	152
Enrolled in a 4-year college or university	76%
Enrolled in a community college	11%
Enrolled in career/technical training program	5%
Found employment	3%
Joined the military or other public service	4%
Other	1%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

We empower unique thinkers by providing a rigorous and quality education that promotes social, emotional, and academic growth for life.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.nps.k12.nj.us/documents/affirmative-actionequity-policy-flyer-min/>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

As a magnet school, consideration or "student rankings" is based on a combination of results from the following:

Academic grades in all subjects in grades 6 thru 8; Standardized exam results in grades 6 and 7. For example, NJSLA, PSAT, Stanford 9, etc.; District admissions test results- particular emphasis on the essay; Attendance Records; Teacher/school counselor recommendations; and a completed admission application.

PART III – SCHOOL OVERVIEW

Technology High School is located in the great city of Newark, New Jersey. Our school functions on the philosophy that putting our students' social and emotional needs first create an environment and culture that simplifies education. We pride ourselves on providing students with a secure, nurturing environment where they feel safe to express their thoughts and feelings. Our students have proven they can consistently succeed by creating such an atmosphere. In our community, families are always searching for an excellent education for their children. As a large city with an array of school options such as public, public charter, private, and parochial schools, parents in our community have consistently made Technology High School the top choice for their children. Diversity is also an essential factor in the culture of our school, with over 27 countries represented by our student body. This diversity is a clear representation of our city and vibrant school community.

Technology High School students benefit from rigorous courses and exciting co-curricular activities. We offer students the standard required courses in mathematics, sciences, world languages, health and physical education, and humanities, including an array of honors and advanced placement courses. We are working with our school district to offer International Baccalaureate courses to create even more challenging opportunities for our students. As a school of Engineering and Applied Sciences, we have the city's largest Career and Technical Education program. We provide a rigorous 3-year experience in the following CTE fields: Computer Science, Cisco Cyber Security, Biomedical Sciences, Cinematography, Graphic Design, and a four-year program in Engineering. Students who complete the sequence of courses and pass the industry standard exam earn certification. As part of our CTE program, students participate in interscholastic organizations based on their programs, such as HOSA (Health Occupations Students of America), TSA (Technology Student Association), CTSO (Career and Technical Student Organization), and SkillsUSA competitions.

Students attend school for more than an excellent education. Our students participate in school athletic programs in the fall, winter, and spring. We ensure that student sports represent our student body, providing equal opportunities for young men and women. We offer 12 varsity sports, with more than half our student body participating. We also have 20 clubs with active membership. Our robotics program, Panthera 714, is one of the oldest participating teams in the First Robotics program. Our students consistently perform well at local, regional, and national competitions. The biggest pride in our robotics program is the philanthropic aspect of the team, which consistently wins awards not only for its success but their willingness to support other rival teams.

To foster a strong climate, culture, and academic achievement, we consistently provide strategies and programs for our students to thrive. To ensure that students are academically supported and challenged, our Student Services department has three school counselors with approximately 225 students each. Counselors help students identify interests and match their passions with programs to help them reach their goals. The counselors work with students in large groups, small groups, and individually to provide students with tailored support. The supports include course selection, enrollment in enrichment programs, college applications, and assisting students with the FAFSA application process. The student services department also contains a social and emotional support program led by our school social worker. A team of specialists works with our students based on their needs. Our student support program includes Intervention and Referral Services, where staff meet with individual students and their parents to ensure support to meet their academic, social, and emotional needs. We also provide resources such as RethinkED, which supports students with an awareness of self and others, self-care, social skills, and trauma.

Our student council has over 100 active members who meet almost daily to discuss school-related issues and brainstorm activities. Members have weekly meetings with school administrators to discuss day-to-day issues in a Technology High School student's life. The meetings are always solution driven and led by students.

Eleven years ago, we implemented an initiative to reduce the number of student course failures. The initiative became known as our "No Zero Policy." The policy states that failure is not an option. When we

looked at the number of students who were failing classes, we noticed that most of the poor grades were not due to students understanding standards; it was due to not completing assignments and receiving zeros. Thus, the impact of a zero on a student's grade average was devastating. The message to students was that they were too important to us to allow them to fail; thus, not completing work and receiving a zero was unacceptable. This change dramatically lowered the number of F's students received. The program worked so well that the district has adopted the "No Zero Policy" across all schools.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Our Language Arts lessons reflect our culturally responsive curriculum, which draws on our students' backgrounds, identities, and experiences to make their connections to learning relevant and meaningful. Throughout their high school years, students are exposed to different genres, themes, resources, and time periods that aim at preparing students for college and careers in the twenty-first century. Our curriculum is a tool that instills values in our students and makes them active participants in their learning. Students read, analyze, discuss, and write about topics, such as how to move us toward social justice and a more equitable society. They learn how to identify, analyze, and deconstruct various forms of oppression that affect one's lived realities and how to be anti-racist, identify bias, reduce stereotypes, and develop a sense of social justice. Interdisciplinary connections between social studies, science, and the arts are vital to allowing our students to synthesize information and build a solid knowledge base through content-rich texts.

Lessons are student-centered and inclusive, valuing all students as an asset to the learning environment. Teachers ask students to voice their ideas and use their writing as an additional tool to express themselves and their interpretation of texts. Our honors and advanced placement courses expose students to rigorous and more complex texts that prepare them to hone their writing and analysis skills. Teachers also utilize NoRedInk (i.e., a digital grammar and writing tool), writing workshops, and writing stations to augment student writing and analysis. Teachers also emphasize the power of words and how these lead to a critical consciousness of the learner. Annotation, peer discussions, flexible grouping, jigsaw activities, and Socratic Seminars are additional instructional strategies that lead our students toward mastery of the New Jersey Student Learning Standards for English Language Arts. We have implemented independent reading Fridays, literacy circles, and classroom libraries in the last 10 years, helping students to improve their reading and vocabulary skills.

Data drives the instruction delivered in the classrooms. Teachers provide students with various opportunities to show mastery of grade-level standards. Instructional tasks, teacher-created tests, rubrics, and self- and peer evaluations provide daily assessment data. The New Jersey Student Learning Assessment, Lexile scores, and Northwest Evaluation Association Measures of Academic Progress assessments provide monthly and annual data to drive lessons and interventions. Each question in our created assessments identifies the specific standard being measured so that students and teachers can track the students' progress for each specific standard. Three times a month, teachers meet to review, analyze, and discuss student progress, trends, and specific interventions to support student learning based on the data. Students are responsible for tracking their learning and measuring their growth based on their September goals. They update their data tracker with every new assessment score.

1b. Mathematics curriculum content, instruction, and assessment:

At Technology High School, we ensure all students have access to high-quality, engaging mathematics instruction. The mathematics department uses diverse strategies to support different types of learners. The vision for mathematics education requires rigorous mathematics curricula and knowledgeable teachers who can integrate high-quality instruction and assessment to develop and evaluate student skills. We focus on auditory, visual, and kinesthetic learners using manipulatives in the classroom. We believe in discovery over memorization and strive to ensure that we present content using various modes, giving students a more memorable connection with the material. Furthermore, teachers provide multiple representations of the same concept to ensure that every student masters each standard.

A hands-on approach to learning math keeps students engaged and connects them to real-world applications when incorporating projects and investigations into the curriculum. When students can relate what they are learning in the abstract to something they see daily, their understanding of math grows. For example, the shapes of parabolas around them, understanding the growth of their savings in bank accounts, or compound

interest on their student loans connects math learning to their daily lives. Our AP Statistics students survey other students in school, aggregate the data for different questions of interest, and analyze the results to present to their class.

Moreover, teachers encourage math discussions utilizing math language and require evidence in responding to arguments. They encourage students to use mathematics vocabulary correctly and in context to express math analysis and mastery of concepts, helping them build their skills and content knowledge. Discussions, presentations, and projects also build student efficacy and broaden their math knowledge.

At Technology High School, we offer a demanding mathematics sequence. Students start in Algebra I and move on to doubling up in mathematics with Geometry and Algebra II the following year. Students take Calculus, AP Calculus, or AP Statistics in their senior year.

In all math courses, students take diverse assessments graded with rubrics, such as multiple-choice, select all that apply, and free-response questions. Students are required to show their work and how they arrived at their answers. It is a requirement that they explain their process in words or with their work because it builds students' understanding of the material and demonstrates how they arrived at their answers.

Our teachers are provided with resources to support their work with children and ensure they are continually growing as professionals. As a department, we review data multiple times a month. During these data professional learning communities, we analyze our monthly assessments by subject to determine which standards or clusters of standards the students need more help to master. These standards then become the focus of upcoming lessons, assessments, and projects. Additionally, we use our district-wide common subject-specific assessments (Northwest Evaluation Association Measures of Academic Progress assessments) to view reports and pinpoint skills students need to master. As a school, we use students' Lexile levels across disciplines and use the same literacy strategies so students can make cross-curricular connections. We adapt instruction to meet the needs of the students based on their data.

1c. Science curriculum content, instruction, and assessment:

As a school of Engineering and Applied Sciences, emphasis is placed on our science courses. Our rigorous curriculum provides a foundation in science that will serve our students throughout their lifetimes, preparing them to partake in civic life and careers in STEM. The Science and Engineering Practices (SEPs) contribute to students' understanding of the crosscutting concepts and Disciplinary Core Ideas (DCIs) they explore. The New Jersey Student Learning Standards for Science are at the forefront of daily lessons as we ensure all students are exposed to relevant, meaningful, and technologically advanced resources.

Through participation in research-based science activities, students develop observing, questioning, inferring, experimenting, calculating, analyzing, and evaluating skills. These skills expand and enhance our students' curiosity about their world and enable them to gain the knowledge needed to be successful. Our AP courses prepare students for college by exposing them to rigorous coursework. Our goal has been to raise science literacy by providing ongoing workshops, science activity centers, laboratories, computer and library resources, and after-school science clubs for our students, teachers, parents, and community.

Our science team uses various instructional strategies and resources to implement curricula, such as simulations, online and classroom labs, Discovery Education, Gizmos, Google Classroom, group projects, research, independent practice, PhET interactive, and dissections. Project-based learning and student-led activities and discussions create and foster student leadership. Students explore and investigate scientific phenomena while consistently applying math and English standards. Teachers scaffold students' ability to use science and engineering practices and crosscutting concepts to meet performance expectations.

Teachers design science units to guide students using SEPs, crosscutting concepts, and DCIs to answer essential questions and performance tasks. Student work is analyzed and used as examples to improve student understanding, performance, and instructional practices in every classroom.

Units are designed to guide students using SEPs, crosscutting concepts, and DCIs to answer essential

questions and performance tasks. Student work is analyzed and used as examples to improve student understanding, performance, and instructional practices in every classroom.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

The digital age we live in today has transformed social studies education. Our students surpass the limits of time and place and experience historic events virtually to understand our current society. The fundamental principles and values of American democracy are the conceptual framework that allows our twenty-first-century learners to make informed decisions about local, national, and international matters and challenges. Teachers' lessons reflect a conscious and strategic approach to ensure all students have access to the relevant and rigorous curricula and mastery of the New Jersey Student Learning Standards for social studies and its practices. Besides offering traditional U.S. and World History courses, we have expanded our offerings to meet the needs and interests of all students. In addition to our current AP U.S. History course, we are adding AP African American History.

Students are historians in training and are responsible for leading research and classroom discussions. Teachers are the facilitators providing students with rigorous historical documents, resources, and instructional practices to support students' decision-making, critical thinking, and synthesis skills. The social studies and the English team collaborate to support students with their reading, writing, and speaking skills. Socratic seminars, group work, independent practice, and annotation help students meet grade-level standards and contextualize information. Teachers collect data through daily tasks and monthly and unit assessments to make informed instructional decisions. Edulastic and departmental data trackers support the team in tracking each student's progress, allowing teachers to reflect on their practices and revise their instructional strategies to ensure that all students master content and skills. Because of the collaboration and close alignment between the social studies and the English language arts department, our students outperform the state in the state assessments.

1e. For schools that serve grades 7-12:

As the city's high school with the largest number of Career and Technical Education academies, we pride ourselves on ensuring our students access rigorous curricula and technologically advanced resources. Our CTE academies are career-based academic programs of interrelated courses which incorporate academic skills, technical skills, professional skills, and learning experiences. All students are enrolled in an academy, allowing them to acquire industry-valued certifications or post-secondary credits. The academies foster deeper exploration of career options through various work-based learning opportunities, such as job shadowing, internships, and apprenticeships. These allow students to achieve high academic standards and explore options for high-skill, high-demand, and high-wage employment opportunities, leading students directly to career or advanced and continuing education.

All students are members of the Technology Student Association or SkillsUSA chapter, which prepares them to achieve their STEM aspirations, collaborate with their peers, and challenge themselves to excel academically. CTE teachers and chapter advisors mentor students to prepare them for state and national competitions. They use Revit BIM software, Project Lead the Way, Adobe Creative Cloud, and CISCO Network Academy to support student learning and teach skills required for each program. In addition, advisories are held three times a year to expose students to the most recent trends and resources within their program of study. Parents, community members, college members, industry partners, students, teachers, administrators, and student support service members meet to discuss ways to improve each program and hear students voice their needs and progress.

Students demonstrate progress toward meeting the standards in their academies via assessment platforms, hands-on projects, competitions, and monthly and daily tasks and assessments. Teachers gather weekly with their department chairperson and CTE coordinator to review student progress based on data collected in their classrooms and make revisions to their instruction to meet the needs of our students.

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Engaging students in the arts is a critical component in their development. As part of the synthesis process, teachers engage students in enhancing their critical thinking and application skills, and the arts also provide opportunities to create content. Engaging students in the arts exposes them to different cultures, and they learn about different people and customs. Our visual and performing arts students support our celebrations of different cultures by providing art and music for events such as Hispanic Heritage Month and Black History Month. Technology has also changed over the years. By providing students with digital music and graphic design courses, students are exposed to a digital platform that allows them to express their creativity. At Technology High School, students take one visual or performing arts course and earn five credits. Students in grades nine and ten take either art or music, while students in eleventh and tenth grades take other art, music, or drama classes as electives. THS also offers jazz and concert bands and cinematography as co-curricular courses. These courses have prepared our students to participate in local and regional competitions to showcase their talents. Over the years, our jazz band has performed at different district events, and our student's artwork has been showcased in art galleries, including the New Jersey Performing Arts Center.

2b. Physical education/health/nutrition

Living a healthy lifestyle is vital to strength and happiness. Our comprehensive physical education and health program teaches students how to address their own health, fitness, and nutritional needs along with those of others. Our programs help students develop the skills necessary to evaluate and improve their wellness. Our programs teach students the skills needed to enhance their academic performance, build self-esteem, and augment their sense of moral and social responsibility.

Throughout the course of the study, students understand the impact of personal responsibility on wellness. The students explore how technological advances impact both personal and community health. Through skills-based activities, students will expand their knowledge of nutrition and fitness concepts and how they can affect a person's health. Students will analyze the impact that behaviors can have on someone's overall wellness and will seek ways to improve their health by eliminating unhealthy behaviors from their lives. Our students participate in health and physical education courses all four years of enrollment. The courses are scheduled so that the students get the course for the entire year, with the health course meeting for half the year and the physical education course meeting for the other half.

2c. Foreign language(s), if offered (if not offered, leave blank)

Our culturally responsive world language curricula put our students at the center of the learning process, preparing them linguistically and culturally by focusing on using language in meaningful contexts. The curricula establish big ideas and essential understandings with authentic action to promote social understanding and civic efficacy, helping students see themselves as global citizens. In our world language classes, our students are given the opportunity to study either French or Spanish, levels I, II or III.

We have reimaged the teaching and learning landscape to see diversity and difference as indispensable assets leveraged for student engagement in our classrooms with high expectations. In our world language classrooms, the goal is to develop a student's communication skills in a new language and promote understanding of the people, places, lifestyles, and traditions of other cultures in a continuum that includes differentiated approaches to meet the diverse needs and interests of both students new to the language, as well as, the heritage speakers. Our world language courses provide students with situations in which reading, writing, speaking, and listening are developed together for real-life purposes and audiences.

The world languages standards provide proficiency levels defined in World Languages Performance Descriptors, and student data is based on interpersonal, interpretive, and presentational modes and serves as the foundation for tailored instruction to meet the needs of all students.

2d. Technology/library/media

The name of our school says it all, "Technology High School." Technology is the key driver behind all that we do as a school. The recognition that technology around us is constantly changing makes it imperative that we educate our students about the importance of technology and how we can use it to produce successful students. Our technology coordinator ensures that our school-based infrastructure is healthy and that students and staff have the tools to be productive. We have been a 1-to-1 school for approximately seven years, with Chromebooks and laptops for each student and staff member. We offer students various technology courses such as Computer Science, Cisco Cyber Security, and Graphic Design. Our engineering programs teach students to use industry-standard software to prepare them with the necessary skills to succeed.

Years ago, our school faced severe budget cuts, and unfortunately, we had to temporarily halt our library/media program. As a result, we created classroom libraries for our students in their ELA courses, allowing them to borrow books from the classroom. We also incorporated independent reading on Fridays and literature circles to ensure students retained the love of reading. I am happy that our book club has been working all year on reinstating our school-wide library. We have purchased furniture and are ready for our grand re-opening so that all our students can continue cultivating a love for reading.

2e. Any other interesting or innovative curriculum programs you would like to share

As part of our support of students' social and emotional needs, we offer students a program we call Advisory. The program's purpose is to connect every student to at least one adult in our school. Advisories range anywhere from 8-10 students per adult staff member and meet once a week. Administrators, teachers, clerks, school counselors, social workers, and aides serve as advisors in our structure. Understanding that the support for different grade levels varies, we established our advisory structure by grade level. In addition to supporting students, the advisor is also responsible for connecting with their advisee's families, communicating about students' progress, attendance, and important messages. The content covered in advisories varies, depending on the grade level. Advisories utilize icebreakers to help new students adjust to the environment and address academic topics, social and emotional well-being, conflict resolution, stress reduction, organization, and college-related content (for seniors). Advisories provide students with a comforting, small, and safe zone where they meet with students and staff and build relationships. It is an excellent means of connecting every student to the school, where in some cases, it is challenging for some students to do so on their own.

3. Academic Supports

3a. Students performing below grade level:

Technology High School staff assesses and analyzes student data monthly across each discipline. At the beginning of each year, we analyze diagnostic assessment data from each content area and review and analyze other assessment data, such as the New Jersey State Learning Assessments. From these results, we create a list of focus students from ELA and mathematics, which spearheads our interventions and tailoring across all contents. This list of students is shared with teachers to assist them in ensuring differentiation.

When students perform below grade level, teachers work together in joint planning meetings, subject-specific professional learning communities, and multiple content grade-level meetings to discuss interventions and instructional strategies that are working for each student and what needs to be adjusted to support these students further.

In subject-specific PLCs and common planning meetings, teachers discuss particular grade-level standards each student needs to master, develop strategies for tailoring their instruction, and re-assess students to see if

they have improved. For example, a mathematics teacher identifies a focus standard and develops instructional strategies and tailoring for each student to master that standard. Students apply the concept and skill to more developed problems where they must analyze work and synthesize information. Once the student has mastered the cluster standard, the teacher re-assesses them the following month. The team then analyzes the data at their next data PLC meeting and, based on the results, formulates alternate instructional strategies tailored for students.

We realize that the best way to support student learning is to create individualized programs in the classroom. In addition to those in-class supports, we identify focus students in mathematics and English by grade level. Our Saturday academy and after-school tutoring programs support these students and focus on the skills they need to improve to succeed, closing the achievement gap.

3b. Students performing above grade level:

Tailoring instruction ensures that students above grade level remain engaged and challenged. Our teachers make personal connections with each student, which helps them collect data on each student's needs and identify strategies and rigorous tasks to ensure that they master learning intentions based on standards. Teachers are also assessing student skills to make these personal connections. As such, we provide monthly assessments that provide teachers with valuable data to support their planning. In their lesson plans, we require a section that asks for tailoring strategies based on the individual results of the previous lessons.

At Technology High School, we provide all our learners with an enrichment program that focuses on supporting our students' learning and challenging them to excel in all their classes. For the last two years, students have had the opportunity to be tutored by their current classroom teacher before or after school during the week. We have also provided students with Saturday boot camps to help prepare them for the AP exams and standardized assessments such as New Jersey Graduation Proficiency Assessment and the New Jersey Student Learning Assessments. The teachers designed the boot camps based on students' previous and current data. Students also are leaders in analyzing their data and identifying areas for improvement.

We also base curricular decisions on students performing at or above grade level. We offer students honors and AP courses to ensure we provide them with challenging material. We are also adding an International Baccalaureate program to engage high-level students further. In addition, we offer students dual enrollment courses through Rutgers University, New Jersey Institute of Technology, Montclair State University, and Essex County College. We are in the process of expanding the offerings to Fairleigh Dickinson University and Kean University. We also provide students with field trips to expand their knowledge beyond classroom walls.

3c. Students with disabilities:

Technology High School offers our special education students a tailored program to ensure that we meet their individual needs. We offer inclusion classes for our students in the core subjects to ensure that the students are getting the same curricula as the general education students. We also offer the district's only deaf education program, proudly serving the residents of Newark as well as neighboring towns that do not have a similar program.

We currently have two inclusion teachers pushing into the classroom to support our students. These teachers are content-specific in ELA and math, the subjects where our students need the most support. We currently have three certified teachers of the deaf that work with our deaf education students. All teachers and their co-teachers are trained in the delivery of instruction using co-teaching models such as station teaching, one-teach- one assist, team teaching, and parallel teaching. We also support our deaf students with two child study team members, a speech pathologist, and an on-site psychologist to test students and monitor their progress. With the assistance of our CSTs, we consistently comply with students' Individualized Learning Plans, which are created collaboratively by administrators, teachers, CST personnel, students, and their families. We use the results of these plans to provide vital information for teachers and parents to support their children's education.

To better support our deaf education students, we participate in a program with Gallaudet University in Washington, DC. We invited the university to our campus to provide us with a thorough evaluation of our program and to provide us with a comprehensive plan to make our program even more robust. Working collaboratively, we have provided teachers with targeted professional development to help them add more innovative strategies to their pedagogical toolboxes.

3d. English Language Learners:

We currently do not have an ELL program.

3e. Other populations, if a special program or intervention is offered:

Some of our families face extraordinary life challenges that make it difficult for students to achieve at high levels. As additional support, our student government organization provides our school and community with service projects that assist needy families, whether citizens, migrants, or the homeless. We partner with local churches, and students work in food pantries to provide warm meals for needy people. We sponsor a coat drive every year to provide warm coats for our students, their families, and other community members. In our last coat drive, we distributed over 300 coats, sweaters, gloves, scarves, and other winter accessories to the community. With the understanding that some families struggle with providing school supplies for students, we supply students with backpacks and supplies at the beginning of every school year, ensuring they have the necessary tools for success. This year we partnered with the "International We Love U Foundation" to provide these goods for our families. We also host a Thanksgiving meal for all our families and give turkeys and groceries to families needing additional resources, ensuring families enjoy a generous holiday meal.

Students with financial needs have additional support in school, such as free tutoring, services, and meals. Students can receive up to three full meals a day. The district also helps us provide adequate transportation for our students to ensure safe travel to and from school. Our parent liaison connects families to local food pantries and goodwill services for clothing and other items. The liaison sponsors a uniform donation program where staff and other parents donate lightly worn or new uniforms for those in need, and we also purchase uniforms for certain students. Also, a social worker works directly with families, connecting them to resources such as general counseling, crisis interventions, and therapists.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Students learn best when they are in an environment in which they feel safe, supported, challenged, and accepted. At Technology High School, we focus specifically on student and staff-driven activities that empower all parties to participate actively in school programs. For example, we have an active student council autonomously elected by the student body that meets weekly to plan events such as spirit week, college decision day events, and academic recognition assemblies. In addition, daily public address announcements coupled with Google Classroom notifications of all organized in-school and after-school activities ensure constant communication within the THS learning community. Moreover, we employ an advisory schedule one day out of the week where students meet with an assigned advisor in a small group session. These sessions provide many student-driven activities and incorporate social and emotional learning activities and team-building workshops, allowing students to express their individuality and creativity freely. Furthermore, they serve as an opportunity for peer mentoring and modeling productive behaviors consistent with sustaining a positive school climate. Our no-cost after-school tutoring program addresses barriers to learning and re-engages those who have become disengaged in the classroom. This specific support program has been crucial in bridging the post-pandemic learning loss.

The Technology High School student services office is directly responsible for our school's professional counseling services and college placement process. Certified guidance counselors and social workers lead individual sessions with students to develop a four-year plan that enables them to pursue career and college options that best meet their interests and talents. Sessions, which begin in ninth-grade, focus on financial aid workshops, college readiness seminars, career day events, and college visits to diverse campuses throughout the tri-state area. The goal is to expose students to higher education opportunities and ensure they and their families are engaged in college placement.

The Technology High School athletic program is one of the primary vehicles for engaging students in developing athletic skills and furthering their unique talents, along with establishing teamwork and civic values via our community service program. Moreover, all ninth graders who are academically eligible to participate can do so, whether on the varsity or intramural level within the school.

2. Engaging Families and Community:

At Technology High School, a positive and collaborative relationship exists between the school and our families regardless of economic, racial/ethnic, or educational backgrounds. Strong parent-teacher relationships are also essential to supporting student development. Thus, our parent involvement mission benefits students by supporting their academic development. Involving parents directly in student academic affairs leads to higher grade point averages, higher scores on standardized tests, enrollment in more challenging academic programs, more classes passed and credits earned, better attendance, improved behavior at home and school, and better social skills and adaptation to school. Keeping parents informed of their child's progress, school information, and safety protocols builds positive relationships between families and our school community.

We also establish ongoing lines of communication between parents and teachers through quarterly conferences, student progress reports, access to staff via office hours, and opportunities to volunteer and observe the educational program. For example, THS offers computer literacy, financial literacy, and bilingual workshops for our non-English-speaking parents. Additionally, our STEM workshops expose our parents to the projects their children are engaged in during their respective math and science courses. Furthermore, we hold Father's Day and Mother's Day celebrations to recognize and honor our families. Meet the Alumni sessions are held to allow our current families to meet THS graduates who, in turn, share their experiences and post-graduation success. Community-related projects such as backpack drives, holiday food distributions, and visits to local community-based organizations allow parents and students to actively represent the school in serving the community.

Technology High School incorporates an open-door policy for parents to meet with teachers, staff, and administration, enhancing our school's responsibility to provide high-quality curriculum and instruction. Our community creates an environment where all members are welcomed, supported, and safe in school-socially, emotionally, intellectually, and physically. We work directly with the district to ensure that our parents participate in an annual Title I parent conference where parents can learn about resources provided at the school and district levels. The school community develops meaningful and engaging practices, activities, and norms that promote social and civic responsibilities and a commitment to social justice. This work is collaborative in that we include students and families in the planning process. To this end, we have an active school leadership council and parent-teacher organization that promotes students' learning and positive social, emotional, ethical, and civic development.

3. Creating Professional Culture:

Technology High School is committed to building a professional culture that provides teachers with all the tools they need to excel. We have various support systems to ensure that all our teachers, especially novice teachers, feel supported. Teachers are assigned a team based on their courses and collaborate during weekly joint planning sessions to develop lesson plans, activities, and assessments. Professional learning communities meet weekly and follow a learning cycle of norming, looking at student work and data, and team building, which are foundational to thriving learning communities. Monthly faculty and grade-level meetings create a professional culture as teachers collaborate and share best practices to support student learning. Teachers who excel in specific areas facilitate PLCs and share their expertise with their peers.

School leaders encourage novice teachers to join the New Panther Forum, founded five years ago to support new teachers in their educator role. Administrators initially led the forum, yet its success and purpose encouraged teachers to volunteer to lead. We have over 15 members that gather monthly to seek support and glean strategies to excel professionally. Administrators also assign new teachers a mentor who coaches the new staff member weekly. Mentors meet monthly with the administration to review the mentees' progress and provide support to the mentors to sharpen their coaching skills to meet the school's and district's vision and mission. Mentors follow the New Teacher Center practice standards, which aim to accelerate teacher effectiveness by developing teacher leadership and student learning.

Our lead teacher follows an intentional schedule to ensure every teacher, especially the new ones, receive support. Furthermore, our lead teacher meets with every teacher numerous times yearly to support them with their personal and professional needs. Our teachers must informally observe peers outside their department monthly, giving feedback that promotes relationships and professional growth. Teachers also provide peer feedback on lesson plans, instructional practices, assessments, and teacher e-portfolios. The School Improvement Panel also works with the administration to plan professional development sessions throughout the school year to target the needs of teachers based on the monthly data collected from formal observations. THS treats informal observations as coaching sessions, not factoring them into a teacher's evaluation. This strategy helps our teachers feel comfortable and more receptive to receiving visits and feedback more often.

4. School Leadership:

Technology High School's leadership philosophy focuses on fostering a safe learning environment, supporting students and staff, and being transformative. Each is critical and a catalyst for transformative leadership and continuous improvement. For our school to continually grow, we must stay abreast of quantitative and qualitative school data, looking to incorporate fresh ideas to keep us on the cutting edge as a competitive magnet school. We support student and staff development by addressing their social and emotional needs. While providing emotional support, we ensure trustworthy, rigorous academic programming that keeps our constituents engaged and thriving.

The organizational leadership system at Technology High School begins with the principal, the school's highest authority, and the person responsible for monitoring the quality of all aspects of our school. There are two vice principals with different roles. One is responsible for the school's academic program, including all facets of teaching and learning. The second vice principal oversees scheduling, college and career

readiness, guidance, and student support services. Department chairpersons are the final level of leadership on our team. We have four department chairs that manage multiple departments; however, we ensure each department has content experts in the humanities, math, science, and special education. The DCs ensure teachers deliver quality, rigorous instruction to the students efficiently. Although all administrators conduct observations, the department chairpersons support our teachers daily, conducting academic walkthroughs, formal and informal observations, approving lesson plans, and giving timely feedback to strengthen the pedagogy and quality of instruction for each educator.

Technology High School's leadership team is responsible for managing and coaching instructional staff and supporting them. To accomplish this, we must be experts in curriculum, instruction, and assessment. Our administrators are also responsible for supporting our students and their families and meeting their social and emotional needs. We have created school policies that support student learning by allowing students to make mistakes without being penalized. We have adapted from a "get it right the first time" school to one that encourages students to take chances without fear of making mistakes. We have instituted a retake policy encouraging students to return and learn the material not mastered when initially assessed. To encourage students to "relearn," they must attend at least two hours of tutoring before they are allowed to retake. The reward is the highest grade received on the exam. However, the real prize is instilling in our students a sense of responsibility and acknowledgment that learning is a fluid process, not one that happens in any one instance.

5. Culturally Responsive Teaching and Learning:

Our diverse school reflects our city. As a result of this diversity, we have implemented a culturally relevant responsive pedagogy that focuses on rigorous student achievement while encouraging our scholars to uphold their cultural identities. Our curricula and lessons focus on developing critical thinkers and future leaders that challenge societal inequalities. We have revised the curricula to educate in culturally engaging and academically rigorous ways. Our dynamic curricula have led to a change in resources. For instance, our English department has selected novels and texts to build academic success, cultural competence, and sociopolitical consciousness. We host field trips that reflect our culturally responsive commitment and supplemental goals. Students have visited the National Museum of African American History and Culture and the United States Holocaust Memorial Museum in Washington, DC.

We celebrate diversity throughout the year in the classrooms and the school community. Every year we host assemblies inviting students, parents, and community members to celebrate Black History Month, Hispanic Heritage Month, LGBTQ, Women's Empowerment Month, and International Night. Our LGBTQ club hosts a yearly parade throughout the hallways of our school, and our Brother's Keeper club helps male students to overcome the opportunity gaps they encounter and support them in reaching their full potential. Our Career and Technical Education chapters mirror our diversity as we empower students to experience and reach for different roles. Girls in Engineering Day and Girls Who Code programs encourage female students to take on leadership roles and pursue study in these fields. Over the years, our Robotics team's composition has changed from a predominantly male-oriented cohort to a balanced female-male cohort. Intentional recruiting and general interest contributed to this balanced representation.

The THS International Day event has over 700 people attending to view and participate in various performances representing different cultures and countries. This event celebrates all the nationalities represented in our school. Flags, attire, and artifacts from different cultures are displayed throughout the school. Families and community members partake in this event by cooking, performing, or supporting the students who lead the events throughout the day. Families are also invited to other events emphasizing our culturally responsive pedagogy, such as our drama performances, concerts, and parent-teacher-student organization. Our multicultural PTSO brings diverse groups of parents together to support programs and events like International Day. THS offers all parents English as a Second Language classes to ensure they can communicate independently and support their child and our school.

PART VI - STRATEGY FOR EXCELLENCE

Teaching students without knowing their strengths and growth areas is like being blindfolded and throwing darts at a dart board. To consistently meet our student's needs and hit the target, we must hone in on the skills that students lack and continue to cultivate skills where they excel. In order to accomplish this, we regularly assess students' skill levels. One practice that has revolutionized how we look at student data is how we run our professional learning communities. Over the years, we searched for sustainable, efficient, and meaningful content for our PLCs because they lacked meaningful scope, which is a precursor to higher student achievement. After attending a district professional development session led by a consultant, we concluded that we needed to manage our PLCs differently. We were not focusing on authentic student learning and were not getting significant gains because we needed to learn how to use our PLC structure to augment teaching and learning.

Thus, we changed the PLC structure to include a four-week cycle that made us look closely at student work and performance. We instituted a plan to assess students monthly. Teachers and administrators collaborated to create monthly assessments aligned with the state and national standards. Each question measured the student's mastery of specific skills assessed by each standard. Once we collected the data, the revised PLC cycle began.

The first PLC focused on norming and ensuring that teachers scored students accurately from one class to the next based on common rubrics. In the second PLC, the department's data team crunched student performance numbers from the monthly assessment and provided each teacher with the whole class and individualized data. In the third PLC, the teachers used the data to create detailed action plans to support students, examining their strengths and weaknesses on the standards. By collecting this data, teachers created lesson plans tailored to meet the needs of all students. The final PLC in the cycle focused on culture. In this PLC, members discussed what worked based on implemented action plans and what skills teachers still needed to address, sharing different strategies to address specific needs. Discussions revolved around teaching and learning and creating a true community of learners with targeted and meaningful discussion artifacts to support collaboration. As a result, student performance and our teachers' confidence in preparing our students for success have increased.