



TRANSIT TECH CAREER AND TECHNICAL EDUCATION HIGH SCHOOL

2010-11 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL: TRANSIT TECH CAREER AND TECHNICAL EDUCATION
HIGH SCHOOL**

ADDRESS: 1 WELLS STREET

TELEPHONE: 718-647-5204

FAX: 718-647-4458

MARCH 2011

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331900011615 **SCHOOL NAME:** Transit Tech Career and Technical Education High School

SCHOOL ADDRESS: 1 WELLS STREET, BROOKLYN, NY, 11208

SCHOOL TELEPHONE: 718-647-5204 **FAX:** 718-647-4458

SCHOOL CONTACT PERSON: Neil S Harris **EMAIL ADDRESS:** Nharris82@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: v bisram

PRINCIPAL: Neil Harris

UFT CHAPTER LEADER: Robert Martinez

PARENTS' ASSOCIATION PRESIDENT: S. Bell

STUDENT REPRESENTATIVE:
(Required for high schools) D. Mebane

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **CHILDREN FIRST NETWORK (CFN):** 302

NETWORK LEADER: ROZ GERMAN/Tatyana Ulubabova

SUPERINTENDENT: Karen Watts

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Neil Harris	Principal	Comments: yes
Robert Martinez	UFT Chapter Leader	Comments: yes
v bisram	UFT Member	Comments: yes
steve prince	UFT Member	Comments: yes
samson osiene	Admin/CSA	Comments: yes yes
Marquette highsmith	UFT Member	Comments: yes yes
Josephine Artis	Parent	Comments: yes
stacy bell	PTA President	Comments: yes
desiree mebane	Student Representative	Comments: yes yes
Alma Hinds	Parent	
Aletha Mebane	Parent	Comments: yes
Danielle Rogers	Parent	Comments: yes
Sharon Barrett	Parent	
Mona Singh	Parent	Comments: yes
sheldon weeks	Parent	

Steven Rodriguez	Student Representative	Comments: yes
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* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

Transit Tech's vision is to nurture the social, emotional and educational growth of all our students. Our goal is to provide academic, career, and technical skills required for college and meaningful employment. Transit Tech will continue to provide a multi-period, multi-year career and technical major. The curriculum will strive to keep pace with the every changing needs of the job market. Computer education is part of every student's daily lives. We will continue to build upon our partnership with the transit authority. Transit Tech will maintain and bolster its community support from construction Skills 2000, MTA, NYC Transit, NYC Transport workers union, US postal service, Con Ed, Key span, Building trades local 363 NYC College of Technology, Lehman College, NYC School To Work Alliance, Outward Bound, Brooklyn Center for Urban Environment, National Conference for Community and Justice and Theatre for a New Audience.

Located in the East New York section of Brooklyn, Transit Tech Career and Technical Education High School is a Title I educational option school open to students from all five boroughs. Transit Tech's federal and state accountability status is "In Good Standing." For 2007-2008, the cohort achieved AYP overall and for all subgroups in ELA, math and the graduation rate

Student attendance and the graduation rate are among the highest in NYC **public high schools**, and the dropout rate is among the lowest. The school's accomplishments have been formally recognized by the New York State Education Department, which has honored Transit Tech as a **high performing/gap closing school**, and informally recognized by the thousands of enthusiastic parents and students who have selected Transit Tech as their school of choice. Transit Tech is also one of only nine Brooklyn high schools included in the publication *New York City's Best Public High Schools: A Parent's Guide*. The Annenberg foundation has recognized Transit as one of only 13 schools in NYC that have "Beat the Odds".

The student ethnic composition is 67% Black, 27% Hispanic, and 6% others. Although 78% of the students are male, the percentage of female students has risen steadily from 16% to 22% in recent years. The percentage of English Language Learners has remained constant at about 3%, **but the percentage of students with IEPs has risen to around 17%**. A school wide Title I Plan has been in effect for years and the school participates in the Universal School Meals program. Title I funds are used primarily to reduce class size, especially in the ninth grade, math, and ELA, as well as to fund

a number of supplementary classes to help prepare students for Regents exams in math, ELA, and social studies.

Since a collaborative partnership between the Department of Education and NYC Transit created the school, joint ventures have played a major role in the evolution of Transit Tech. NYC Transit and the TWU continue to be the most significant partners, providing everything from marketing expertise for the articulation redesign to an internship program for seniors and an apprenticeship program for graduates. Representatives of transit management and labor serve on the school's advisory council, as keynote speakers at graduation, and as Principal for a Day. Transit Tech has established collaborative relationships with other organizations as well, whose representatives also serve on the Advisory Council. Among them are the New York Citywide School to Work Alliance, which provides funding and networking for professional development and curriculum assistance, and CUNY's New York City College of Technology, which offers a College Now program and professional development projects. A growing relationship has been established with the United States Postal Service, which has donated surplus equipment to the school for use on CTE classes.

Student achievement trends at Transit Tech are moving mostly in a positive direction. The Transit Tech is built on the pillars of career and technical education, middle school articulation, attendance outreach, standards based instruction supplemented by Academic Instruction Services, guidance and support services, security and safety, professional development, and collaborative partnerships. At the core are the career and technical programs. Prospective students may apply for six different programs. From literally their first day at Transit Tech, all students are given hands on opportunities to work with computers. Regardless of the area of concentration, each incoming student receives a career/technology foundation in a required computer assisted drafting class that is coupled with an introduction to occupations course. A three year sequence in one of the CTE majors follows. An interdisciplinary approach is incorporated into the career and technical curriculum, with students developing high level math, science, and literacy skills while simultaneously acquiring valuable career and technical skills and knowledge.

In the computer science major students learn computer applications and operating systems. They develop and apply software to solve problems concerning art, business communications, databases, graphics, mathematics, music, network administration, physics, programming, and desktop publishing. Students receive instruction in HTML/Web design and C++ programming in preparation for the Advanced Placement examination and college and employment opportunities. In computer electronics technology, students develop knowledge of computer circuitry, micro technology and networking, computer circuitry, computer hardware and assembly, and analog and digital electronics. Advanced electronics options, including computer hardware and software are also taught. The computer/industrial electrician major focuses on the science of troubleshooting. The program prepares students to install and repair industrial, commercial, and residential circuitry. Motor control, AC/DC circuitry, and programmable logic controls are also taught. This program was the first one to receive state accreditation in June 2002, as part of the new SED certification process for CTE programs. Computer assisted machine technology consists of a sequence of courses that enable students to acquire computer aided design skills associated with the research, interpretation, and manufacture of precision machined parts. The courses emphasize the use of computerized numerical control milling machines, lathes, and state of the art computerized equipment. Transportation technology students receive an education encompassing electrical and mechanical systems related to transportation and industrial and commercial wiring systems. Hydraulics, pneumatics, and small engine repair are integral components of the

sequence. The transit technician program received state certification in the fall of 2004. Computer assisted engineering is a developing program of classes with special emphasis on math and science. It focuses on computer application maintenance associated with the inspection, repair, assembly, and troubleshooting of digital and microprocessors

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Transit Tech Career and Technical Education High School								
District:	19	DBN #:	19K615	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		86.9	89.1	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		97.4	97.57	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		71.6	60.7	75.9		
Grade 8	0	0	0						
Grade 9	533	476	461	Students in Temporary Housing - Total Number:					
Grade 10	532	509	463	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	302	292	288		3	23	TBD		
Grade 12	295	311	328						
Ungraded	2	3	3	Recent Immigrants - Total Number:					
Total	1664	1591	1543	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					4	1	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	102	76	70	Principal Suspensions	97	84	TBD		
# in Collaborative Team Teaching (CTT) Classes	62	76	77	Superintendent Suspensions	26	23	TBD		
Number all others	54	56	60						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	N/A	701	555		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	14	18	24	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	10	12	17	Number of Teachers	102	103	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	37	38	TBD
				Number of Educational Paraprofessionals	8	11	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	31	29	TBD	% fully licensed & permanently assigned to this school	99	100	TBD
				% more than 2 years teaching in this school	68.6	80.2	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	64.8	67.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	86	91	TBD
American Indian or Alaska Native	0.8	0.8	0.8	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96	100	TBD
Black or African American	69	69.3	71				
Hispanic or Latino	24.5	24.1	22.4				
Asian or Native Hawaiian/Other Pacific Isl.	4.6	4.5	4.1				
White	1.1	1.2	1.6				
Multi-racial							
Male	79.9	79.6	81.1				
Female	20.1	20.4	18.9				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		Y	
Math:				Math:		X	
Science:				Graduation Rate:		Y	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students				√	√	√	71
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				√	√		
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial							
Students with Disabilities				Ysh	X		
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				5	4	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	
Overall Score	69.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	16.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	39.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

□

Section IV: Needs Assessment

Summary of School's strength, accomplishments and challenges:

As a CTE school we placed more students in jobs with the MTA than any other high school. There has been a trend toward CTT classes for our special needs population. This has meant allowing more coming planning time for the collaborating teachers. It has created the challenge of finding space as our smaller self contained classes become less utilized as the need for full size classes increases.

The barriers to continued success are the following:

Along with all schools we face budget cuts which will impact on our school. There is a need to make these cuts with the least negative impact on our students.

The closing of schools in the surrounding areas may lead to a large influx of struggling students.

New schools being built along with charter schools may be exempt from providing for the needs of the most needy students. This may lead to an unfair percentage of struggling and special needs students being sent to our school.

The hiring freeze limits the ability to choose from a list of all of the best candidates to fill positions of retiring teachers.

As local diplomas are phased out we face the challenge of raising the bar so that all students can graduate with regents or advanced regents diplomas.

There is a concern about the number of students identified as gang members.

More teachers need to be able to communicate electronically with parents, sharing homework assignments and dates for tests and projects as well as comments regarding student achievement and behavior.

Attendance- Attendance went up in 2009-2010 to 89.1 percent. We want to assure that this trend continues. We have hired a full time attendance teacher who worked closely with the AP PPS. Both phone master and personalized calls are being made. Attention will be given to the large number of LTA's.

Additional cameras have been installed. We will conduct additional staff development in the area of classroom management.

Receive approval and certification from the New York State Board of Regents for the Transit Electronics program. Receive re-approval for the currently approved Transit Technician Program. Increase the number of students in internships, apprenticeships and college accredited CTE courses

- School has met the state standard in ELA over the last four years and continues to show improvement among English Language Learners (ELLs) in meeting the exit criteria. As reflected on our cohort data in 2009-2010 School Report Card, our students have met the AYP by achieving proficiency on the NYSESLAT Exam. In addition, the results of the English Language Arts Regents Exam indicate a continued trend of outstanding performance. The January results show for the 2010 sitting that 88.7% of students reached a 65 or above, which is a four percent increase over last year. The June 2010 Regents results at 82.1% showed an 11.9% increase of students passing the ELA Regents with a 65 and above.
- Number of students in the cohort has been consistent.
- School continues to meet and exceed the Annual Yearly Progress (AYP) state targets.
- Percentage of students meeting graduation requirements in ELA has shown slight increase each year.
- Percentages in all subgroups comparable, except for special education students.
- We have directed efforts to reduce class size in 11th grade English which is a major contributing factor for student achievement in ELA and ESL.
- We have addressed students various learning styles by incorporating differentiated instruction.
- Incorporated technology in the curriculum with the use of the Smartboards.
- Uniform midterm and final exams for the 2008-2009 show that students were deficient in their knowledge of literary elements and techniques. They were familiar with the jargon but could not use them effectively in their writing. On uniform exams in January 2007 students demonstrated weaknesses in listening and inferential skills. On the same exam, students failed to read and interpret simple graphic and statistical data. Therefore, we need to continue to align our curriculum to the English Regents Standards and formats and address these issues in all English classes.

Social Studies

- The social studies department has experienced, tenured teachers who are committed to raising passing percentages on the Global and U.S. History Regents exams. As a result, last year's Global Regents statistics were much higher than in previous years. On our School Report Card for 2008-2009, our simulated score rose from .88 to 1.07. The U.S. History Regents statistics were slightly lower than in the previous year, dropping from 1.10 to 1.03. The challenge for the department continues to be including more differentiated instruction in classroom lessons. Differentiated instruction will remain a key topic for department meetings and professional development sessions.
- The majority of social studies teachers have begun using technology in their classrooms on a regular basis. In fact, many teachers in the department have invested large sums of their own money to buy technology carts, LCD projectors, flat screen televisions and other equipment to enhance their lessons by the use of technology. The department's Smart Board is also used on a daily basis. There are, however, a few teachers who need to have expertise in the use of technology in the classroom. Professional development in the use of technology, including Smart Board training, needs to be included in professional development sessions this year.

- The calendars of lessons used in the department are thorough and well organized. They conform to the NYS Education Department's curriculum guidelines and standards.
- There are successful Advanced Placement courses taught in the department, two in U.S. History and one in U.S. Government. The teachers are certified to teach these courses by the College Board.
- At the present, the department has inclusion courses operating at every grade level. These courses have been very useful in enabling inclusion students to achieve passing grades on social studies Regents exams.
- All teachers in the department are committed to communicating with parents frequently, by phone or letter. More teachers need to be able to communicate electronically with parents, sharing homework assignments and dates for tests and projects as well as comments regarding student achievement and behavior.

Library

1. Internal PASS review by school leadership team rated library services satisfactory.
2. Observation reports for Fall 2009 rated librarian satisfactory.
3. Scheduling/Open Access Utilization:
 - Scheduled fusion lessons for Fall and Spring Semesters, 2009- 2010.
 - The library is used for a variety of academic classes, periods 1-3.
 - Fusion lessons held in classrooms for periods 1-3.
4. Circulation Records: Students and Staff for Fall and Spring semesters, 2009-2010.
 - For students: approximately 2100 books.
 - For Staff: approximately 450 books.
5. Acquisition/Budget for Fall/Spring Semester 2010: \$9,819.00
 - Repair and Supplement Reference Collection – \$228.00
 - Repair and Supplement Fiction Collection – \$8728.00
 - Upgrade Video Collection for Instruction: \$309.00

ISS – Academic Intervention Services

We have reinstated the Wilson Reading Program for (1) period for our 9th grade self-contained classes in order to increase comprehension and literacy. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, vocabulary, comprehension, and motivation to read). Goal/Outcome(s): Meet AYP/Increased passing rates RCT Exams/ELA Regents. Decisions are made to emphasize key standards given the needs of the students.

ISS did not meet AYP/Safe Harbor in Math. We have instituted (1) period academic tutoring in Math. The inquiry group is comprised of level (1) students that need to pass the RCT and level (2) students that need to a passing grade of 65 or greater. Students are currently receiving intervention twice a

week. SESIS (SETRC) will continue to provide Professional Development and Tutoring support along with Special Education and General Education Teachers.

Alternative to Faculty/Departmental Meetings (Professional Development)

A bi-monthly Collaborative Focus Group has been initiated to discuss best practices and strategies to improve instruction in Integrated Co-Teaching classes. Co-teachers are also given the opportunity to discuss selected students in order to develop present levels of performance, annual goals and management needs. Teaching practices are discussed to align curriculum and reflect a coherent set of beliefs about how students learn best.

ARIS data is being used to analyze summative data to provide meaningful and actionable feedback.

Conflict Resolution/PSAT

In order to improve post secondary outcomes and increase the number of graduates that attend college, we have amended the Conflict Resolution Curriculum to include PSAT prep.

Semi-Annual Transition Conference

AP I.S.S. hosts a semi-annual Transition Conference for the ISS parents and students in the 11th and 12th grades. We have developed an internal capacity and external partnerships to provide youth development support services for students and families in response to student needs.

Vocational/Trade Schools along with Community Programs speak with attendees regarding post secondary options as well as pertinent community issues. (Some of our guests include: Social Security Administration, VESID, Job Corps, etc.)

Math Section IV

- **Our school met the AYP, again, in mathematics**
- **Collective effort will result in better performance for our students especially those students with learning disability and the ELL.**
- **The common planning time will be designed to elevate classroom instruction. Results from ACUITY and the ITA will be used drive instruction.**

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> During the 2010-2011 school year the percentage of 9 th grade students will earn 10+ credits in their 1 st year will increase by 5%.	<input type="checkbox"/> To increase the percentage of students earning 10+ credits in 1st Year.
<input type="checkbox"/> During the 2010 -2011 the Global History Regents Exam passing rate will increase by 5%.	<input type="checkbox"/> To increase the Global Regents Passing Rate.
<input type="checkbox"/> Engage 75% of Math/ELA department and grade level team in curriculum mapping effort to horizontally and vertically align curriculum in all disciplines utilizing common core standards.	<input type="checkbox"/> To develop coherent content area curriculum maps

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> During the 2010-2011 school year the percentage of 9 th grade students in their 1 st year will increase by 5%.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Additionally, ongoing PD will be provided to inquiry staff on how to engage school communities to enable entire school community to participate in the process.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Minutes from departmental meetings, teacher team meetings, case study, and student work indicate that the inquiry teams are active school-wide.

Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> During the 2010 -2011 the Global History Regents Exam passing rate will increase by 5%.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Principal participation in SESIS pilot forums. Send Key staff members and “power users” to ongoing professional development sessions during the school year. Implement peer in-house professional development sessions during the school year for SESIS staff members. Provide computer based module training for all SESIS staff members.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Student IEP's will be completed by state mandated compliance deadlines. Evidence of time reduction in preparing IEP's. SESIS staff members will train other staff members on the functionality and associated processes to other staff members and administrators.</p>

**Subject Area
(where relevant) :**

Math/ ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Engage 75% of Math/ELA department and grade level team in curriculum review to horizontally and vertically align curriculum in all disciplines utilizing common core standards.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Provide in school; and after school opportunities for professional development for all staff members on common core standards and closing the achievement gap.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> There will be content area curriculum maps that are embedded with common core standards.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. *Note:* Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A			
1			N/A	N/A			
2			N/A	N/A			
3			N/A	N/A			
4							
5							
6							
7							
8							
9	300	280	7	34	209	20	
10	127	144	13	28	178	7	
11	82	63	12	44	63	4	
12	58	32	8	16	28	1	

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services indicated in column one, including the type of program or strategy (e.g., V... etc.), method for delivery of service (e.g., small group, one-to-one, tutoring... service is provided (i.e., during the school day, before or after school, Sa...</p>
<p>ELA:</p>	<p>1) Extended ELA Block/Literacy Class. Level 1 and 2 9th graders placed in... class (including Special Education with their own blocks modeled after Gen... class size. Small group instruction/reduced student-teacher ratio; individual... on needs assessment; extended time on task. Daily throughout the year. 2) Writing Workshop. 11th and 12th graders in need. Computer based instr... on writing skills necessary to perform well on the ELA exam. Daily for 10 w... 3) ELA/ELL. Extended block; reduced student-teacher ratio; individual in... needs. Daily throughout the year. 4) ELL Saturday School Program. All ELL students are programmed for A... Saturday School. Saturdays throughout the year.</p>
<p>Mathematics:</p>	<p>1) Extended Math Block. Level 1 and 2 9th graders placed in double period... including (Special Education) intervention class with reduced class size. Sm... extended time on task; individualized instruction. Daily throughout the year. 2) All 10th graders and select 11th and 12th graders in need of AIS services to... Algebra examination. Computer based course offered during the school da... Math skills required to perform well on the Math Algebra Regents. Daily f... 3) Saturday School Program. (including Special Education) ELL students a... and 12th graders are programmed for AIS in Math in Saturday School. Sat... year.</p>
<p>Science:</p>	<p><input type="checkbox"/> Saturday School Program. 9th, 10th, 11th and 12th graders (including S... identified as being in need of AIS for Living Environment and / or prepara... regents exam required for graduation are programmed into Saturday Sch... with a non- credit bearing status. Saturdays throughout the year.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> 1) Global Issues course. Level 1 and 2 11th graders in need of AIS for... to prepare for the Global History Regents examination. Select 11th and... have not passed the Global History Regents can also be programmed for... emphasizes a review of the themes typically on the Regents exam throug... contemporary world issues. Reduced class size and instruction tailored t... needs.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> 1) Group and Individual Counseling 2) Needs based 3) Students not mee... Promotional/performance standards 4) Students experiencing behavioral... issues negatively impacting on learning 5) Referrals to supportive agenci... Intervention</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> 1) Crisis Intervention 2) Referrals to outside counseling 3) Assessment Testing for at risk students and member of Pupil Personn...</p>

<p>At-risk Services Provided by the Social Worker:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 1) Group and Individual Counseling for both mainstream and students receiving support services (Special Education) including ACS reporting 2) Students requiring home instruction and referrals to supportive community resources 3) Provide supportive counseling to students experiencing issues that affect academic functioning
<p>At-risk Health-related Services:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 1) Assist students who have temporary and permanent disabilities that may affect learning and mobility 2) Referrals to clinics for health screening as well as providing on site screening (vision/hearing, etc.) 3) Maintains student health records and testing to ensure compliance and address parents of health concerns or testing needs 4) Assist with medical emergencies and collaborates with social worker to address health issues

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of funding). A new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

9, 10, 11, 12

Number of Students to be Served:

LEP 31

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) Content Area teachers (English, Math, Science, Social Studies)

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

- Teacher Qualifications

19k615, is located in the East New York community section of Brooklyn, New York. All students are eligible for free lunch indicating that the majority of our students are from low-socio economic backgrounds.

The former ELLs who have graduated out of the ESL program, by scoring proficient on the NYSELAT, still meet with the ESL teacher for on-going support when ever they need help.

Parent Choice

This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

Parent brochures are disseminated in their native language to enrich the understanding each available program. 19k615 is proud to offer Freestanding ESL to conform to the parental choice selections.

Current English Language Learners Instructional Programs

At 19k615, we implement a Freestanding English as a Second Language (ESL) Program. The primary goal of our program is to assist students in achieving English Language proficiency within three years. As well as,

To amplify the literacy and academic skills of ELLs who participate in the program

To use researched based ESL instructional strategies across content subject areas.

To give students the skills to perform at city and state grade level in all subject areas

Freestanding English as a Second Language Program

In the Freestanding ESL component we have students, from 9-10 grade in a multilevel ESL class. They range from upper Intermediate to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In assistance in their classroom. The teacher in the ESL program is a certified TESOL teacher.

Collaborative planning between ESL and ELA teachers for each unit.

Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Meta-cognition.

Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.

Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.

Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.

Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

Instructional Materials

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the America's Choice Workshop Model. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

Attanasio and Associates *Getting Ready for the New NYSESLAT*

New York State Coach: ELA

New York State Coach: Mathematics

Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

: Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, NLA, and ESL.

: ESL classes are offered to parents, accompanied by parenting workshops delivered in Spanish by school staff on various topics of interest, including technology classes. This has also been a very successful program.

: Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Luncheon, Family Day, the Annual Parent Fair, etc. At these events, the school and community can come together to recognize student achievements in arts and academics.

Assessment Analysis

Currently, we have 5 beginner students who are ninth graders.

After review the NYSESLAT data, the patterns reveal were:

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.

During the extended day sessions, Identified SIFE students will receive instruction in their native language to strengthen their literacy skills.

Small group Academic Intervention classes in ESL to target language modalities according to their needs

Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.

After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies

Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.

Provide opportunities for students to be involved in purposeful conversations

Incorporating all language modalities during the lesson, e.g. group discussions, journals, etc.

Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction

Ensure that Literacy coach works closely with teachers (ELA, ESL and TBE) to support rigorous instruction

In the TBE classes, ensure that the CR Part 154 requirements are followed.

Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.

Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall

Incorporating writing as a component of the mathematics lesson, e.g. journals

Provide opportunities to convey to others problem solving strategies and the justification of their answer

Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction

Collaboration between content area and ESL teachers to map out student specific needs.

Ensure that Math coach works closely with teachers to support rigorous instruction

Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition.

An informal student orientation

Buddy system identifying a similar student in his/her class that will assist during the day

Encourage student to participate in the Saturday Program and After School activities.

An informal assessment is provided to identify possible Academic Intervention programs.

Home school communication.

Plan for SIFE

Making an individualized student needs assessment

Creation of an AIS plan for the student focus on the literacy and math component

Grade appropriate instructional support materials

Differentiation of instruction in all areas

Plan for Long Term ELLs

Long terms ELLs are the largest number of Ells across the grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

An after school program, targeting reading and writing three days during the week.

Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.

Encourage their participation in the Read 180 and Student Express programs to enrich their language, math and academic skills.

Plan for Special Needs Students

We have one class of special needs ELLs in both our ESL and TBE programs. Our policy for special needs students includes:

Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.

Collaboration between the ESL teacher and IEP contact person.

Monitoring newcomer and SIFE student for possible special needs status.

The delivery of AIS services after school and as part of our Saturday Academy.

Professional Development Program

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

On PD days, staff will focus on fulfilling mandates for ELL students by reviewing and implementing services and curricula geared toward their success. Select staff with ESL and ELL certification will run workshops for the licensed content area teacher to ensure implementation of the correct services.

Section III. Title III Budget

—

School: Transit Tech HS
BEDS Code: 331900011615

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	9578.88	Supplemental Instructional Services will be students via Saturday school.
Purchased services - High quality staff and curriculum	0	This service will not be purchased.

development contracts		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	4100	Classroom supplies will be purchased for s Saturday school program.
Educational Software (Object Code 199)	0	This service will not be purchased.
Travel	0	This service will not be purchased.
Other	1321.12	<input type="checkbox"/> Parent Activities will be scheduled on the day to assist the ELL parents. Materials, refreshmen
TOTAL	15000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. □ Home Language surveys are evaluated and examined. Translation needs are assessed based on the findings from the survey.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. □ The data revealed 2 major translation needs: Spanish and Creole. Findings were reported to the school community through Language Allocation Policy meetings with parents; and Cabinet, departmental, and faculty conferences with staff.

Part B: Strategies and Activities

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

□

Translation of school correspondence announcing various events such as PTA meetings, School Leadership Team meetings, and parent teacher conferences. Material is mailed home or backpacked home to achieve timely receipt of pertinent information. These services will be provided for by in-house school staff.

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

□

Oral interpretation services will be provided during PTA meetings and during parent teacher conferences. Translators are available during the day to translate phone conversations and for visiting parents.

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

□ All students and parents will have access to important information and documents distributed by the school. Signs are posted at all entrances and near offices for translation services. The DOE's Translation and Interpretation Unit telephone number is also posted and distributed to provide parents with resources outside of the building.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I A
1. Enter the anticipated Title I Allocation for 2010-11:	\$970,014	\$534,000
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$9,700	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$48,500	*
4. Enter the anticipated 10% set-aside for Professional Development:	\$97,001	*

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

100

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website.

Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

[ENY High School of Transit Technology](#) agrees to implement the following statutory requirements:

- Transit Tech will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Transit Tech will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Transit Tech will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, Transit Tech will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- Transit Tech will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- Transit Tech will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

[ENY High School of Transit Technology](#), and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating

children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2007-08.

Required School-Parent Compact Provisions

School Responsibilities

ENY High School of Transit Technology will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards. This will be achieved by utilizing more highly qualified teachers in all subject areas.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, parent-teacher conferences will be held twice a year to allow parents to discuss their child's academic progress.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports during the school year through teacher letters, and progress reports.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents through parent teacher conferences. Parents will make appointments with teachers if they are unavailable for conferences.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, by scheduling classroom visits.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way through PTA and SLT meetings.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Making sure that homework is completed.
- Monitoring attendance
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom and in school activities.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Attend tutoring sessions to assist with problem areas.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

<u>TRANSIT TECH HS</u>		
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

□

NA

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□ NA

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

□

We provide summer programs

Saturday school

In house tutoring

Afterschool violence prevention programs

o Help provide an enriched and accelerated curriculum.

□

College now is availavle

AP classes

Honors classws

o Meet the educational needs of historically underserved populations.

School in good standing Cited for one of 13 schools who closed the achievement gap

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

strong counseling unit

CTE curriculum which offers degrees which can lead to meaningful careers

o Are consistent with and are designed to implement State and local improvement, if any.

School in good standing

3. Instruction by highly qualified staff.

Yes we are in compliance

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Provided through the CFN 302 and inhouse

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Active participation at career fairs

6. Strategies to increase parental involvement through means such as family literacy services.

Use of title I to provide parent training

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

NA

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers have been trained on ARIS

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Double periods of ELA and Math given

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Vocational education is a large part of our curriculum

Violence prevention program after school two days per week

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			814813	True	

Title I, Part A (ARRA)	Federal	Yes			528974	True	
IDEA	Federal	Yes			221276	True	
Tax Levy	Local	Yes			6752932	True	

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

NA

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED STATUS:

SURR PHASE / GROUP (IF APPLICABLE):

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
10
2. Please describe the services you are planning to provide to the STH population.
 School supplies as needed; Students are programmed for Saturday and Extended day school if needed for Academic Intervention Services (AIS) and to provide assistance with preparing for an regents examinations required for graduation. Academic counseling and supportive counseling services provided by Guidance Counseors and School Social Worker.

Part B:

Part B - For Non-Title I Schools

1. 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).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 NA
3. 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 in your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_19K615_020411-163134.docx

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN302	District 19	School Number 615	School Name ENY Transit Tech HS
Principal Neil Harris		Assistant Principal Torianna Murray	
Coach Kim Price		Coach Patricia Joseph	
Teacher/Subject Area H. Hyacinthe/ English-ESL		Guidance Counselor Denise Lanier	
Teacher/Subject Area R. Kallon		Parent type here	
Teacher/Subject Area E. Cudjoe/ Special Ed		Parent Coordinator Arlene Young	
Related Service Provider C. Johnson		Other type here	
Network Leader R. German		Other type here	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	1450	Total Number of ELLs	35	ELLs as Share of Total Student Population (%)	2.41%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. Within the first ten days of school, parents are given a Home Language Survey (HLIS) to identify the child's primary language at home. If necessary the Spanish LAB is administered to ELL who arrive for the first time to determine their level of proficiency in their home language. The Spanish LAB is an assesment test to determine that child's level. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by the licensed ESL teacher and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within

Hayden Hyacinthe is an ESL licensed pedagogue who conducts te initial screening and administers the HLIS and the LAB - R to incoming students. An ELL who is enrolled in 19k615 is placed in the school's ESL class and supported in their language acquisition by the licensed ESL teacher and multiple bi-lingual paraprofessionals, who work on developing cross-content vocabulary and undersatnding to successfully participate in his/her classes. Each year, in the spring semester, ELLs are assessed using the NYSESLAT exam and their proficiency levels are documented to inform the direction that instruction takes.

2 and 3. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents are involved in an orientation and workshop to explain the three program choices (Transitional Bilingual Education, Dual Language, and Freestanding ESL). The ESL licensed teacher Hayden Hyacinthe visits classrooms explaining the various programs. Parent brochures are disseminated in their native language within the first month to enrich the understanding each available program. 19k615 is proud to offer Freestanding ESL to conform to the parental choice selections.

3. To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, 19k615 provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. Other parents are involved in our Saturday Academy and related programs. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home. During these regular meetings, parents of ELLs engaged and fill out Parent Surveys and Program selection forms. ELL entitlement letters are also distributed during these specific meetings. If the respective forms are not returned at any of these sessions, the default program for the ELL is a Transitional Bilingual Education program as per CR Part 154.

4. As per the assessments that the ELL particpates in before coming to and on entering the school, LAB-R (if necessary) and previous NYSESLAT scores that identify the student's proficiency level, the ELL is placed in the required number of language support classes. Parents of ELLs are informed of these program decisions by native language letters home and consultation by translators who assist the

ESL teacher in communicating with the parents. The pedagogue responsible for conducting the initial screening as well as administering the HLIS and the LAB-R is Hayden Hyacinthe.

5. After reviewing the Parent Survey and Program Selection forms for the past four years, the trend has been that almost 100% of the parents of ELLs, once informed about the language support that can be found at 19k615, have opted to have their child stay and participate in our free standing ESL program. Their decision also seems to be based on the fact that 19k615 is a specialized, vocational high school can provide their children with viable vocational skills that may lead to employment right out of high school.

6. At 19k615, we implement a Freestanding English as a Second Language (ESL) Program. The primary goal of our program is to assist students in achieving English Language proficiency within three years; as well as, to amplify the literacy and academic skills of ELLs who participate in the program, to use researched based ESL instructional strategies across content subject areas, and to give students the skills to perform at city and state grade level in all subject areas. In the Freestanding ESL component we have students, from 9-12 grade in a multilevel ESL class. They range from upper Intermediate to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL assistance in their classroom. The teacher in the ESL program is a certified TESOL teacher.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified to meet the student’s needs. In order to help the students progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Meta-cognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To

														t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained									1	1	1	1		4
Push-In														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	1	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	12
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	12

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
ESL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
Total	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	12	10	3	30

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1		1		2
French														0
Korean														0
Punjabi														0
Polish											1			1
Albanian														0
Other														0
TOTAL	0	6	13	11	3	33								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

At 19k615, instruction is delivered in a Freestanding, self-contained English as a Second Language (ESL) Program. The program model of our ESL program is ungraded and heterogenous group. We work as a unit to support each other in the class, with the more proficient students partnering to help the beginner students. In the Freestanding ESL component we have students, from 9-12 grade in a multilevel ESL class. They range from upper Intermediate to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL assistance in their respective content area classroom, with the ESL teacher providing support to both the student and the content area teacher, by adapting the work and developing content-specific vocabulary for the ELL. The teacher in the ESL program is a certified TESOL teacher.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified to meet the student's needs. In order to help the students progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Meta-cognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.

Plan for Newcomers:

When a new student is registered in our school, we provide the following resources to facilitate the transition.

An informal student orientation

Buddy system identifying a similar student in his/her class that will assist during the day

Encourage student to participate in the Saturday Program and After School activities.

An informal assessment is provided to identify possible Academic Intervention programs.

Home school communication.

Plan for SIFE:

The SIFE population has increased SY 09-10 and there is an urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services. Currently this year there is one SIFE student who is being serviced in our ESL program.

Making an individualized student needs assessment

Creation of an AIS plan for the student focus on the literacy and math component

Grade appropriate instructional support materials

Differentiation of instruction in all areas

Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

Plan for Long Term ELLs:

Long terms ELLs are the largest number of Ells across the grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

An after school program, targeting reading and writing three days during the week.

Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.

Encourage their participation in the Read 180 and Student Express programs to enrich their language, math and academic skills.

Plan for Special Needs Students:

We have one class of special needs ELLs in both our ESL and TBE programs. Our policy for special needs students includes:

Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.

Collaboration between the ESL teacher and IEP contact person.

Monitoring newcomer and SIFE student for possible special needs status.

The delivery of AIS services after school and as part of our Saturday Academy.

B. Programming and Scheduling Information--Continued

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

Implications for LAP in English Language Arts Area:

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in
- Incorporating all language modalities during the lesson
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA, ESL and TBE) to support rigorous instruction
- In the TBE classes, ensure that the CR Part 154 requirements are followed.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area:

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization. Ensure that Math coach works closely with teachers to support rigorous instruction.

All ELLs who reach proficiency on the NYSESLAT continue to have access to the ESL teacher and can meet with him during his professional period for on-going support.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress; as per the funding that will be made available to the school, we can purchase and develop different interventions that can support language development of our ELLs. As long as the school's funding is able to support the different activities that we have in place, there should be no programs that are discontinued, in relation to the ELL population at 19k615.

Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

Saturday Academy: Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, NLA, and ESL.

Saturday Parent Academy: ESL classes are offered to parents, accompanied by parenting workshops delivered in Spanish by school staff on various topics of interest, including technology classes. This has also been a very successful program.

Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Luncheon, Family Day, the Annual Parent Fair, etc. At these events, the school and community can come together to recognize student achievements in arts and academics.

Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.

Collaborative planning between ESL and ELA teachers for each unit.

Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Meta-cognition.

Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.

Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.

Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.

Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

Instructional Materials

The Freestanding ESL program uses The Visions A/B/C textbooks and activity books as well as The Reading & Writing Sourcebooks; using literacy instruction as an element within the framework of the America's Choice Workshop Model. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

Attanasio and Associates Getting Ready for the New NYSESLAT

New York State Coach: ELA

New York State Coach: Mathematics

Native Language paraprofessionals are used in the ELLs ESL classes, as well as in all of the content area classes to support the ELLs in understanding and participating in their everyday classes.

Newly arriving ELLs are paired in the beginning of the school year with a similar native language/English proficient student who serves as a buddy to help the newly arriving ELL in transitioning into the new school. Spanish is the only language elective currently offered at 19k615.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development

Professional development is provided by school staff, community learning support personnel organization.

School Staff: Within the schools Professional Development program, the focus is on:

The literacy needs of our ELL population within the prescription of the America's Choice program.

Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.

Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

Support Personnel: Workshops taken by teachers on our ESL staff have included:

Scaffolding in the content areas

Native Language Literacy Development

Differentiation in the ESL classroom

ESL in the Mathematics classroom

Our ESL/TESOL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers

Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended together over the last two years.

Social Studies and Technology workshop Wilson Program for Special Education teachers.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, 19k615 provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. Other parents are involved in our Saturday Academy and related programs. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home. By engaging the parents of the ELL population at 19k615, the ESL teacher develops an understanding of the issues that are important to the parent and can serve as a liaison, whenever possible, to connect the parents to resources in the community.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	1			3
Intermediate(I)										1	19			20
Advanced (A)											2	5	3	10
Total	0	0	0	0	0	0	0	0	0	3	22	5	3	33

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										1			
	I										1	15		
	A										1	7	5	3
	P													
READING/ WRITING	B										1	2		
	I										1	12	2	2
	A										1	10	3	1
	P													

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	8			
Math				
Math				
Biology				
Chemistry				
Earth Science	10			
Living Environment	10			
Physics				
Global History and Geography	10			
US History and Government	10			
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Assessment Analysis

NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers, of which this year we have two. Currently, we have 5 beginner students who are ninth graders.

After review the NYSESLAT data, the patterns reveal were:

Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is especially the case with the ELLs who are on the advanced level.

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.

Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.

During the extended day sessions, Identified SIFE students will receive instruction in their native language to strengthen their literacy skills.

Small group Academic Intervention classes in ESL to target language modalities according to their needs

Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.

After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		

	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Transit Tech Career and Technical Education High S					
District:	19	DBN:	19K615	School	331900011615	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v	
	K		4		8		12	v	
	1		5		9	v	Ungraded	v	
	2		6		10	v			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		86.9	89.1	87.3
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	476	461	465				
Grade 10	509	463	416				
Grade 11	292	288	232				
Grade 12	311	328	343				
Ungraded	3	3	1				
Total	1591	1543	1457				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	97.4	97.6	97.1

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	71.6	75.9	75.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	3	23	22

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	1	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	76	70	85	Principal Suspensions	97	84	102
# in Collaborative Team Teaching (CTT) Classes	76	77	61	Superintendent Suspensions	26	23	25
Number all others	56	60	63				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	701	555
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	102	103	91
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	37	38	28
# receiving ESL services only	18	24	TBD	Number of Educational Paraprofessionals	8	11	15
# ELLs with IEPs	12	17	TBD				

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	31	29	220	% fully licensed & permanently assigned to this school	99.0	100.0	100.0
				% more than 2 years teaching in this school	68.6	80.2	91.2
				% more than 5 years teaching anywhere	64.8	67.9	84.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	91.0	96.7
American Indian or Alaska Native	0.8	0.8	0.5	% core classes taught by "highly qualified" teachers	96.0	100.0	100.0
Black or African American	69.3	71.0	71.3				
Hispanic or Latino	24.1	22.4	22.6				
Asian or Native Hawaiian/Other Pacific	4.5	4.1	4.0				
White	1.2	1.6	1.5				
Male	79.6	81.1	82.6				
Female	20.4	18.9	17.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	X
Science:		Graduation Rate:	v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	71
Ethnicity							

American Indian or Alaska Native				-	-	-
Black or African American				v	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial						
Students with Disabilities				vsh	X	
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
Student groups making				5	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	62	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	7.6	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	17	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	34.4		
<i>(Comprises 60% of the</i>			
Additional Credit:	3		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf