



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

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

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19K615

PRINCIPAL: NEIL S. HARRIS

EMAIL: [NHARRIS82@SCHOOLS.NYC.GOV](mailto:NHARRIS82@SCHOOLS.NYC.GOV)

SUPERINTENDENT: KAREN WATTS

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Neil S. Harris	*Principal	
Visnoonand Bisram	*UFT Chapter Leader/Secretary	
Fred Thompson	*PA/PTA President	
Christian Wright	Member/Student	
Lorraine Pemberton	Member/Student	
Katura CoPenny	Member/CSA/Chairperson	
Jacqueline McDonald	Member/UFT	
Obatala Taylor	Member/UFT/Secretary	
Candy Quinones	Member/Parent	
Susana Rodriguez	Member/Parent	
Lateef Romeo	Member/Student	
Marilyn Arthur	Member/Parent	
Edna James	Member/Parent	
Shante Duncan	Member/Student	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

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

**By June 2013 Principal and AP's will conduct 10 informal/formal observations for each teacher using 1b, 3d, & 3e of the Danielson framework to provide meaningful researched based feedback. (Coherent Instruction, Questioning and Discussion Techniques, Using Assessment)**

### **Comprehensive needs assessment**

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

After conducting analysis of teacher observation data, review new CCLS expectations along with Progress Report data it was determined that improvement is needed in student progress and performance. As a result we have made aligning instruction and rigor and improving overall pedagogy a priority.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Professional Development: PD will be given on the following topics: Danielson framework, use of rubrics, aligning curriculum maps w/ CCLS, reviewing student work; further development of teacher teams.

Use of observation software :Ecove to summarize FCOO data based upon CCLS and the Danielson framework to provide differentiated PD based on FCOO data.

Responsible Staff: Principal, AP's, UFT Teacher Center Leader, Data Specialist, Coaches

Steps to Include Teachers: Teachers will participate in weekly teacher team meetings

Timeline: Sept 2012 – May 2013

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents will be trained on Skedula. Skedula is a data repository where parents, students and teachers are able to access real-time student data/progress. All users can access information online

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

To achieve this goal, ARRA RTTT Citywide Inst Exp funds will be utilized to provide per session for teachers and workshop facilitators for the professional development to take place one to two times a week after school.

Fair Student funding will be allocated as per session for teachers to train parents on Skedula after school and on Saturday. The Title III set aside for parent involvement will also be utilized for our parents needing translation services.

## **ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

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

By June 2013 All 9th grade students with an attendance rate of 80% will possess an individualized career/college plan.

### **Comprehensive needs assessment**

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

In anticipation of the PARCC assessment and the current College and Career Readiness measures and Closing the Achievement beginning with 9<sup>th</sup> grade students this goal will support State academic standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Freshman Academy staff will work in collaboration with Naviance and develop a schedule to follow and develop individualized college/career plans.

Personnel: (9<sup>th</sup> grade coordinator, teachers, and guidance counselor

Steps Taken: Benchmarks are instituted to evaluate effectiveness. (ESI Committee comprised of Teachers and Students were involved in the decision making process)

Timeline: Sept 2012 – May 2013

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parent participation is mandatory in order to complete the college/career plan

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III      X   Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Expanded Success Initiative Grant

### **ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

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

By August 2013 an additional 10% of students in grade 9 will be able to succeed in successfully passing the Integrated Algebra Regents with a score of 80 or greater.

#### **Comprehensive needs assessment**

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

This need was generated by the CUNY College Readiness Index of 80 or higher on the Regents to exempt from entrance exams and as a predictor for College Success.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Freshman Academy teachers in collaboration with NYC Mathematics Project will meet weekly with entire Math Department to revise maps, implement instructional shifts, and embed CCLS tasks to meet the needs of the 9<sup>th</sup> Grade Sub group

Personnel: Freshman Academy Coordinator, Freshman Teachers, AP, UFT Coach, CFN Network, CBO- NYC Math Project

Benchmarks: Student grade data will be used as a benchmark

ESI Committee (Teachers, AP, were involved in the decision making process.

Timeline: Nov 2012 – June 2013

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents will be updated on student progress during PTA/SLT meetings

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Expanded Success Initiative Grant

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**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p><b>1) Extended ELA Block/Literacy Class. Level 1 and 2 9<sup>th</sup> graders placed in class (including Special Education with their own blocks modeled after General class size. Small group instruction/reduced student-teacher ratio; individualized on needs assessment; extended time on task. Daily throughout the year.</b></p> <p><b>3) ELA/ELL. Extended block; reduced student-teacher ratio; individual instruction needs. Daily throughout the year.</b></p> <p><b>4) ELL Saturday School Program. All ELL students are programmed for AIS Saturday School. Saturdays throughout the year.</b></p>	Small Group, Tutoring	<p>During the school day</p> <p>Saturday Program (After School)</p>
Mathematics	<p><b>1) Extended Math Block. Level 1 and 2 9<sup>th</sup> graders placed in double period including (Special Education) intervention class with reduced class size. Small extended time on task; individualized</b></p>	Small Group, Tutoring	<p>During the school day</p> <p>Saturday Program (After School)</p>

	<p><b>instruction. Daily throughout the year.</b></p> <p><b>2) All 10<sup>th</sup> graders and select 11<sup>th</sup> and 12<sup>th</sup> graders in need of AIS services to Algebra examination. Computer based course offered during the school day Math skills required to perform well on the Math Algebra Regents. Daily for 3) Saturday School Program. (including Special Education) ELL students and and 12<sup>th</sup> graders are programmed for AIS in Math in Saturday School. Saturdays year.</b></p>		
Science	<p>Saturday School Program. 9th, 10th, 11th and 12th graders (including Special identified as being in need of AIS for Living Environment and / or preparation regents exam required for graduation are programmed into PM &amp; Saturday School with a non- credit bearing status. Saturdays throughout the year.</p>	Small Group, Tutoring	Saturday Program (After School)
Social Studies	<p><b>Global Issues is class created to support students who have not passed the Global Regents</b></p>	Reduced class size	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>1) Group and Individual Counseling 2) Needs based 3) Students not meeting Promotional/performance standards 4) Students experiencing behavioral/issues negatively impacting on learning</p>	One on One, Group	During and After School

	5) Referrals to supportive agencies Intervention		
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### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

In order to recruit, retain and support HQT's it is imperative that we first have a pool of qualified teachers who have completed highly qualified Teacher programs. In retaining teachers, Transit will provide quality Professional Development through support and shared leadership. Data shows that teacher attrition happens more in new teachers than those who have been teaching for over 5 years. At Transit, we will provide additional support for tenured teachers by ensuring that funds and resources are dedicated in aiding them in current successful pedagogical practices. This will be demonstrated by hosting Professional Development workshops, along with Teacher Support Groups led by the UFT Teacher Center. Additionally, teachers who are not HQT will be provided with resources to assist them in completing the necessary requirements to become a HQT. At Transit all full time teachers are recognized as HQT and we will continue to provide the support to continue this school-wide practice. Some of the proposed workshops are:

- Embedding Common Core Learning Standards
- Teacher Effectiveness – Danielson Competencies
- Managing Stress
- Navigating NEA (National Education Association)
- Effective Lesson Planning
- Shared Leadership Symposium

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Transit Tech CTE HS agrees to implement the following statutory requirements:

- o 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.
- o 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.
- o Transit Tech will incorporate this parental involvement policy into its school improvement plan.
- o 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.
- o 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.
- o 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:
- o 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**

### ***SCHOOL-PARENT COMPACT***

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- Implement the use of SKedula

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

Transit Tech CTE High School will additionally provide:

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:

- o Making sure that homework is completed.
- o Monitoring attendance
- o Monitoring amount of television their children watch.
- o Volunteering in my child's classroom and in school activities.
- o Participating, as appropriate, in decisions relating to my children's education.
- o Promoting positive use of my child's extracurricular time.
- o 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.
- o 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:

- o Do my homework every day and ask for help when I need to.
- o Read at least 30 minutes every day outside of school time.
- o Attend tutoring sessions to assist with problem areas.

o 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>y</b>	District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>615</b>
School Name <b>Transit Technical CTE High School</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Neil Harris</b>	Assistant Principal <b>Torianna Murray</b>
Coach <b>Patricia Joseph</b>	Coach <b>type here</b>
ESL Teacher <b>Haydn Hyacinthe</b>	Guidance Counselor <b>Denise Lanier</b>
Teacher/Subject Area <b>E. Cudjoe/ISS</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>1345</b>	Total Number of ELLs	<b>32</b>	ELLs as share of total student population (%)	<b>2.38%</b>
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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. Parents are given a Home Language Survey (HLIS) by the licensed ESL teacher to identify the child's primary language at home. An interview is given to the candidate in his/her native language and English by the licensed ESL teacher and a bi-lingual paraprofessional. If the HLIS and informal interview indicates that a language other than English is spoken at home the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient; Spanish speaking students are administered the Spanish LAB-R. An entitlement letter is provided to parents to inform them about the child's identification and are invited to an ELL orientation, the same day, where they watch the Chancellor's video in their first language. If the parent wants their child enrolled in another English language program not offered at the school, the ESL teacher informs him/her about the possibility of their child's name and information being registered until there are 20 ELLs at the same grade level before the school can open a Transitional Bi-lingual or Dual Language program can be opened at the school. If the parent consents to their child being enrolled in our free-standing ESL program, then the child is enrolled in the appropriate program at the school. The entire registration process is completed within ten school days. The transfer process is explained to the parent by both the school's licensed ESL teacher and a bi-lingual paraprofessional. 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 understanding to successfully participate in his/her classes. Each year, the ESL teacher accesses ATS and pulls the Rler report to ensure that all entitled ELLs take the NYSESLAT. In the spring semester, ELLs are assessed using the NYSESLAT exam and their proficiency levels are documented to inform the direction that the instruction in the ESL class takes.

2. 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 participate in an orientation within the first ten days of school that describes the various programs for ELL by watching a video on the NYC DOE website and visit the various ESL programs that are offered in NYC. Parent brochures are disseminated in their native language to enrich the understanding of the available program that is offered at 19k615. 19k615 offers a freestanding ESL program.

3. During Parent Orientation, which takes place within the first ten days of the school year and conducted in the parents' native languages, parents of returning and newly admitted students, ELL entitlement letters are distributed, while copies are kept in the ELL's file. 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. 19k615 only offers a free standing ESL program, which is taught by a licensed ESL teacher. 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 their 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 engage with the larger school community. PTA

meetings and the other programs that the school and the ESL teacher organize engage the ELLs parents. These activities, which start at the beginning of the school year and continue on until the end of the academic year, are used as opportunities to have the parents fill out Parent Surveys and Program selection forms and actively engage the school and related services.

4. As per the assessments that the ELL participates in before coming to and on entering the school, LAB-R (if necessary), previous NYSESLAT scores that identify the student's proficiency level, and the ELLs parent's informed choice about the different types of ESL programs offered in NYC to decide whether they feel 19k615 is appropriate for their child, 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.

5. After reviewing the Parent Survey and Program Selection forms for the past five 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, partly because of the vocational courses offered at 19k615. 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 540 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. If a parent selects a different type of ESL program that is not offered at 19k615, they are informed by the ESL teacher that unless they are 15 students who request another type of program, the only option at 19k615 is it's freestanding ESL program. When this happens, a list is made of ELL students who are requesting a different type of ESL program until the require 15 students is met to open another type of program.

## 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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% →)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
75%:25%)														
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Self-Contained										1	1	1	1	4
Push-In														0
<b>Total</b>	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	32	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	11
SIFE	2	ELLs receiving service 4-6 years	14	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	15	2	6	7	1	5	10		1	32
<b>Total</b>	<b>15</b>	<b>2</b>	<b>6</b>	<b>7</b>	<b>1</b>	<b>5</b>	<b>10</b>	<b>0</b>	<b>1</b>	<b>32</b>

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

**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
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

**Freestanding English as a Second Language**

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

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

## 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										4	10	12	2	28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian										1		1		2
French														0
Korean														0
Punjabi														0
Polish												1		1
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>6</b>	<b>10</b>	<b>14</b>	<b>2</b>	<b>32</b>								

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. 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 ELLs in the ESL program are fully certified to meet the students needs. In order to help the students progress, we utilize the following practices:

The organization of the staff and courses that the ELLs will participate in at 19k615 takes into consideration the mandated number of hours

## A. Programming and Scheduling Information

of instructional minutes according to the proficiency levels of the attending ELLs. The ESL teacher works with the programming teacher to make the class schedules of the ELLs.

To ensure that the ELLs are supported and have the mandated minutes of language support there is:

- 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.
- In addition to fulfilling the requirements of CR Part 154, all ELLs participate in ELA classes to prepare them for the ELA Regents exam.

2. Beyond explicit ESL interventions, 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.

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 540 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.

4. The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Close attention is paid to the linguistic needs of the ELLs with the support of bilingual paraprofessionals, who assist the ELLs in their subject classes. The ESL teacher that work with our ELL in the ESL program is 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.

5. Differentiation is necessary to support the instruction and learning that happens in the ESL and content area classes. The ESL teacher develops lessons that address the 4 modalities using a variety of instructional material to facilitate instruction for all ESL students, from SIFEs to long term ELLs. The subgroups of ELLs have specific needs that have to addressed separately, even though the overall pedagogical approach is to support their English language acquisition.

## A. Programming and Scheduling Information

### a. Plan for SIFE:

For SIFE students 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. When supporting SIFE students, ESL teacher:

- Makes an individualized student needs assessment
- Creates of an AIS plan for the student focus on the literacy and math component
- Provide grade appropriate instructional support materials
- Helps content area teachers differentiate of instruction in all areas
- Provides staff with professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE in the classroom.

### b. 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-to-school communication.

### c. Plan for ELLs receiving service for 4-6 years:

The ESL teacher works with the content area teachers:

- Collaboratively planning units with the ELA teachers.
- 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.

### d. 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.

6. The special needs ELLs in 19k615 receive ESL support, as per their IEP's and the number of hour required by their assessed levels. Our policy for special needs students includes:

## A. Programming and Scheduling Information

- Ensuring that teachers of students with an IEP are familiar with students' particular needs and all services are provided according to the IEP mandates.
  - Collaboration between the ESL teacher, the content area teachers 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 extend day tutoring services.

7. As per their IEPs, Ell-SWDs are supported in a classroom environment that is the least restrictive and takes into consideration of their individual special needs. Taking into consideration each ELL-SWDs particular needs, they participate in the mandated number of minutes with the ESL and Special Education teachers who collaborate on lesson plans together.

**Plan for Special Needs Students:**

- Ensuring that teachers of students with an IEP are familiar with students' particular needs and all services are provided according to the IEP mandates.
  - Collaboration between the ESL teacher, the content area teachers 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 extend day tutoring services.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

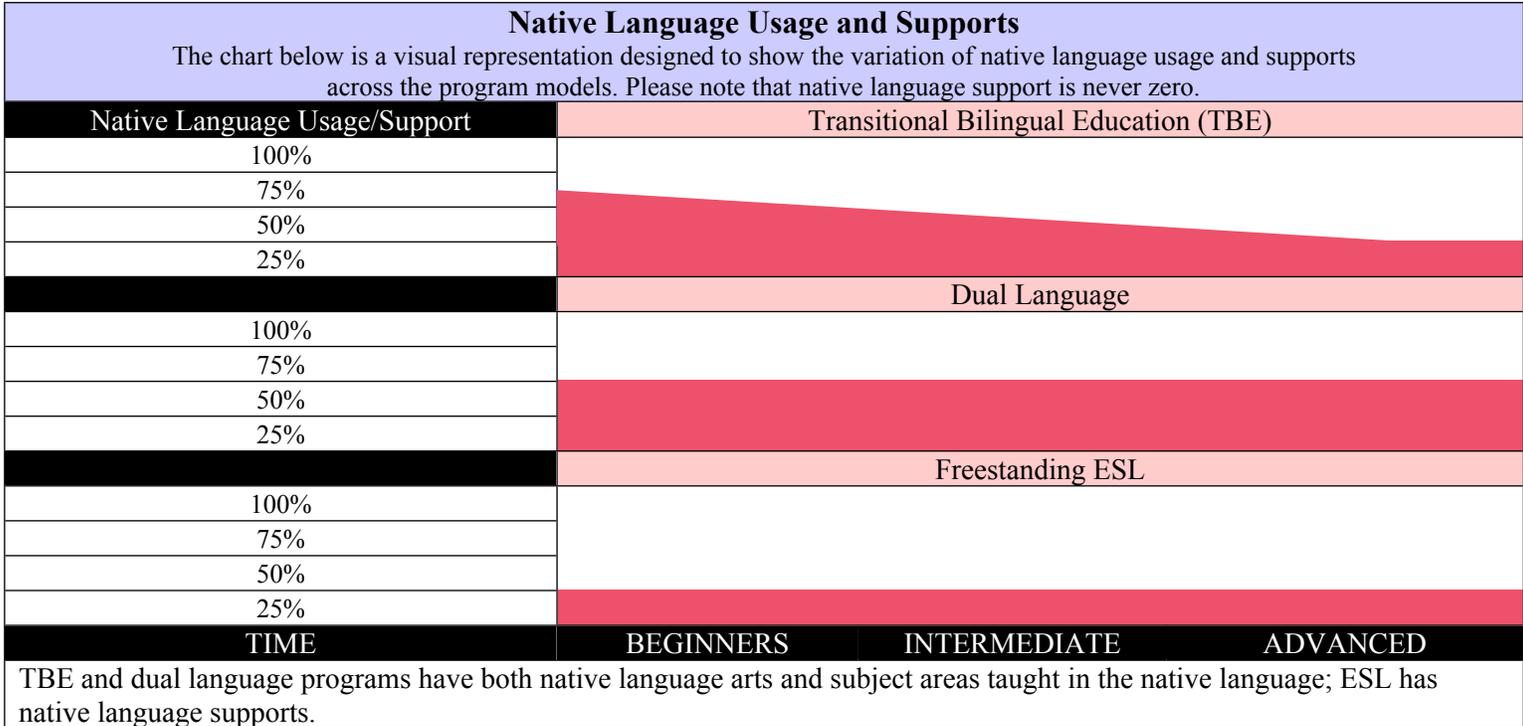
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

### 8. Implications for LAP in ELA, Math, content area:

In order to assist our students in both academic achievement and assessment, there are a variety of interventions that we have always applied and will continue with this year. Some of the components of our interventions are:

- 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 (across all ELL subgroups; At Risk, SIFE, 1<sup>st</sup>/2<sup>nd</sup>/Long term ELL)
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions. (Across all ELL subgroup)
- 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
- 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/Math/content area coach works closely with teachers to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.
- 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 all content area teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.

9. 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.

10 - 11. 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.

### 12. 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.

### 13. 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

14. 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.

15. All required services and resources used in 19k615's ESL program are age and grade appropriate.

16. 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

17. Spanish is the only language elective offered to the students 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)?

1-5. N/A

## 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

1. All school personnel dealing with ELLs have to participate in ELL PDs; including school psychologists and guidance counselors. Professional development is provided to the school staff, which include the APs, content area (general and ISS) teachers and other professional, in the form of in-house training by the licenced ESL teacher, and other outside organizations. The Professional developments that the ESL teacher turn keys for the rest of the staff is on an ongoing basis, as they become available through out the academic year; they generally happen on days when the students are off from school and the staff is still required to come in, like Election day.

2. School Staff are supported by administration and guidance in allowing for common planning time or teachers within/between content areas, which allows for the exchange of information about the ELLs and other students, share strategies that work and collaborate on cross-content lessons. Guidance Counselors meet with the ESL teacher as they are assigned different ELLs; as an ELL is programmed into a specific section with a counselor, the ESL teacher meets with the counselor on an on going basis to properly service and program the ELL into his/her classes.

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 the ESL teacher have included:
  - Scaffolding in the content areas
  - Native Language Literacy Development
  - Differentiation in the ESL classroom
  - ESL in the Mathematics classroom
  - Latency periods (silent period) and how to accommodate a pre-verbal ELL
  - Providing Transitional support for proficient or graduating ELLs
  - Understanding the differences between ELLs with Limited English and ELLs in need of instructional support services.

3. Our ESL/TESOL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers and other Pds offered by the office of ELLs. With the current Professional certifications that the school staff have, which require a specific number of PD hours and documentation, PD hours are logged on the NYS education website. For the school's records, documentation of the PDs that teachers go to are logged with the department APs.

-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?

### Parental Involvement:

1. 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.

2. AT 19k615, in addition to communicating with parents in their native language and inviting them to the school meetings and events, we offer support to our parents by looking to engage and provide them with access to outside community services as it relates to their particular needs. As such, during our PTA meetings we ask the to suggest topics that we can plan and collaborate with the parent coordinator to bring in the related outside professional or organization. Immigration services, community development projects, awareness campaigns (breast cancer and HIV/AIDS walks, March of Dimes) are the like are organized by the school and parents are petitioned to support and volunteer during these larger school-wide initiatives.

3. The needs of the parents are evaluated by the parent coordinator and PTA board and brought to the attention of the ESL teacher or others in the building who can provide support. The parent of the school, engage with the Parent Coordinator who then tries to meet their need. Issues directly related to the ELLs and their entitled services are handled through the ESL teacher; the everyday engagement of parent and their needs through surveys and other non-entitlement related forms are printed in the many languages found in the school and disseminated through the parent coordinator.

4. By providing the parents with opportunities to discuss and engage professionals (both within and outside of the school) around different social/economic issues, 19k615 acts like a community liaison. At all PTA meetings and other school-wide activities that include parents have bilingual paraprofessionals on hand and translated documents to make sure that all participants have equal access to the information and support provided.

## 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)											11	8		19
Advanced (A)										1	2	6	1	10
Total	0	0	0	0	0	0	0	0	0	3	13	15	1	32

**NYSESLAT Modality Analysis**

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

**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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		1	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math	5		5	
Biology				
Chemistry				
Earth Science	3		3	
Living Environment				
Physics				
Global History and Geography	5		5	
US History and Government				
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**

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Currently, 19k615 uses the informal and classroom assessments of the ESL teacher and content area teachers, coupled with State assessments (like the NYSESLAT and LAB-R) to develop interventions and support strategies to inform the school's instructional decisions

### 2-3. 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. 70% of the ELLs who took that NYSESLAT last year moved one proficiency level. 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.

While reviewing the data across grade levels, it is somewhat more difficult to infer patterns because the ELLs at different grade levels do not have uniform proficiency within their grade levels. An incoming ELL freshmen may have an intermediate level in one modality, yet an ELL senior may have a lower level in same modality. Therefore, The ESL teacher has to make instructional decisions based on what the data presents for each ELL, individually as well as for the whole group.

### 4. 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

5. N/A

6. The success of 19k615's ESL program is based on the number of ELLs who, each year, are able to use the academic and social language that they develop to successfully complete the academic year with passing grades in the content areas and pass their Regents exams. The ESL teacher at 19k615 understands that it can take two years for a beginning ELL to be capable to communicate in English and works to support ELL language through the collaborative work done by the whole school.

### 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

**School Name:** ENY Transit Technical HS

**School DBN:** 19k615

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Neil Harris	Principal		10/19/11
Torianna Murray	Assistant Principal		10/19/11
	Parent Coordinator		1/1/01
Haydn Hyacinthe	ESL Teacher		10/19/11
	Parent		1/1/01
E. Cudjoe	Teacher/Subject Area		10/19/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
C. Johnson	Other <u>AP ISS</u>		10/19/11
	Other		1/1/01
	Other		1/1/01

**School Name: ENY Transit Technical HS**

**School DBN: 19k615**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 19K615      **School Name:** Transit Tech CTE HS

**Cluster:** 611      **Network:** CFN

**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**

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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.

Our major findings Home Language Survey indicate that our written translation and interpretation needs are directly aligned with demographic and ethnic backgrounds of our school population. The data revealed two major translation needs: Spanish and Creole. Findings were reported to the school community through LAP meeting with parents, cabinet meetings, faculty and departmental meetings and PTA meetings.

## 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 inhouse 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.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Transit Tech CTE HS	DBN: 19K615
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 31
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 6
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 4

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

ELL and ESL students will attend Saturday and PM school classes to supplement and reinforce material taught during the week. They will also attend credit recovery classes. The credit recovery program will run on Saturdays from 9am to 1 pm from February 2nd to June 8th. The PM school program will run from Feb 4th through May 30th.

The number of teachers who will work with Mr. Hyacinthe is four. They are certified in English, Mathematics, Social Studies and Science. The students will rotate by period from 9 am to 1 pm to the various subject areas. Each period the students should have roughly seven students. Teachers will utilize the lessons that they co-planned with Mr. Hyacinthe during the week. Mr. Hyacinthe will also act as a push in teacher for the classes on Saturday.

The teachers will follow the same model during the afternoons where they will work with the students on Monday and Wednesday. Math and Science will be held on Monday and English and Social Studies on Wednesday from 3pm to 4pm.

During the programs, Mr. Hyacinthe will work with the Math teacher on modeling with mathematics and their ability to solve the resulting equations and inequalities. Social Studies and English teachers will focus on citing evidence from informational texts. The Science teacher will focus on reading and interpreting graphs.

Mr. Hyacinthe works with the content area teachers during his professional period each day to discuss strategies and collaborate on lessons.

The students are grouped based on their performance on class assessments given by Mr. Hyacinthe in his day time classes.

The language of instruction will be Haitian Creole and Spanish. The ESL teacher will push in to classes in the afternoon and Saturday school.

### Part C: Professional Development

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

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

### Part C: Professional Development

Begin description here: Hayden Hyacinthe, the licensed ESL teacher will lead the Professional development to assist teachers working with ELL students. The PD will be done once a week during AIS, departmental meetings and after school on Wednesdays. It will begin the week of February 4th and end the last week of May.

The topics that will be covered for each PD are

1. Understanding the Specific needs of ELL students
2. Choosing Appropriate Texts
3. Clarifying Terminology
4. Effectively Assessing their progress

### Part D: Parental Engagement Activities

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

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

Begin description here: Parents will be provided with workshops on Saturdays to teach them to help their children with their homework. The workshops will show the parents how to look up information for their students and communicate with teachers. They will also provide basic computer skills. They will run during the Saturday school program. The workshops offered will be lead by the teachers in the building as follows: working with their children on the Regentsprep.org website - AP Math, Tonya Adison, a three part series on Microsoft office suite of products - teacher, Sam Ahmed, Homework Help - teacher, Patricia Joseph, Pupilpath and ARIS - Teacher, Lorna McKoy.

The sessions will take place for two hours each from 9 - 11 and then 11 - 1 to accommodate two groups of parents at a time. The workshops will begin February 2nd and take place every other week.

### Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		