



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: TRANSIT TECH CTE HIGH SCHOOL

DBN (i.e. 01M001): 19K615

Principal: MARLON BYNUM

Principal Email: MBYNUM@SCHOOLS.NYC.GOV

Superintendent: KAREN WATTS

Network Leader: ROBERTO HERNANDEZ

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Marlon Bynum	*Principal or Designee	
Vishnoonand Bisram	*UFT Chapter Leader or Designee	
Fred Thompson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Christian Wright	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Katura Copenny	Member/ CSA/Chairperson	
Lorraine Pemberton	Member/ Student	
Lateef Romeo	Member/ Student	
Obatala Taylor	Member/ UFT	
Sharon Barrett	Member/ Parent	
Marylynn Winslow	Member/ Parent	
Careen Somers	Member/ Parent	
Lorna Christian	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 of 2013, we will improve teacher practice by having 80% of the classroom teachers move into the Effective or Highly Effective category on the Danielson Framework for Teaching Rubric in Components 3b and 3C.

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.

- Decrease in graduation rate from 70% to 67%
- Percentage of students earning 10+ credits in the first year 53%
- Percentage of students from the lowest 1/3 earning 10+ credits in the first year 28%
- Passing rate on the Integrated Algebra Regents is 47%
- Passing rate on the U.S. History Regents is 51%
- Passing rate on the Global History Regents is 42%
- Passing rate on the Earth Science Regents is 44%

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Across classrooms teachers are using strategies and question prompts to ensure students are using evidence in arguments in discussing daily; teachers are incorporating DOK in their questioning
2. Teachers are using informational text to generate rich discussions and argumentative writing tasks
3. Teachers are using school-wide rubrics and common assessments in subject areas and are consistently eliciting evidence of student learning
4. Teachers are scaffolding learning tasks, promoting the use of technology by students in the classrooms and are using multiple media to engage all learners including SWDs and ELLs
5. Weekly joint learning walks to gather information and develop strategies for improvement of the learning environment by Administrators, Coordinators and Teachers
6. Teachers are provided timely feedback from administrators to make pedagogical adjustments and improvements utilizing the Danielson's Action Tool, ARIS Learn, and PD 360 as instructional tools

B. Key personnel and other resources used to implement each strategy/activity

1. A.P. Supervision
2. Coordinators
3. Lead Teachers
4. Principal

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Data collected during Learning Walks

2. Data collected during informal and formal observations
 3. Notes shared and student work examined during walkthroughs
 4. Lesson Plans
 5. Display and Bulletin Boards
- D. Timeline for implementation and completion including start and end dates**
1. Monthly analysis of Teacher Evaluation Spreadsheet
 2. Weekly analysis of joint informal observations utilizing the Danielson's Framework for Teaching
 3. 9/2013-6/2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. 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
 2. 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.

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).

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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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 2014, we will have 80% of the students improve in their argumentative writing as measured on a Common Core aligned rubric.

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.

- Decrease in graduation rate from 70% to 67%
- Percentage of students earning 10+ credits in the first year 53%
- Percentage of students from the lowest 1/3 earning 10+ credits in the first year 28%
- Passing rate on the Integrated Algebra Regents is 47%
- Passing rate on the U.S. History Regents is 51%
- Passing rate on the Global History Regents is 42%
- Passing rate on the Earth Science Regents is 44%

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Embed instructional focus into classroom practices through reinforcement in Departmental PD and classroom observation feedback to incorporate the instructional shifts, CCLS, in addition to preparing students to handle the rigors of college
2. Across classrooms teachers are using strategies and question prompts to ensure students are using evidence in arguments in discussions daily; teachers are incorporating DOK in their questioning
3. Teachers are using informational text to generate rich discussions and argumentative writing task

B. Key personnel and other resources used to implement each strategy/activity

1. A.P. Supervision
2. Coordinators
3. Lead Teachers
4. Principal

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Data collected during Learning Walks
2. Data collected during informal and formal observations
3. Notes shared and student work examined during walkthroughs
4. Lesson Plans
5. Display and Bulletin Boards

D. Timeline for implementation and completion including start and end dates

1. By September/October – remind all teachers of departmental grading policies; remind all teachers they should be using Skedula; regularly observe and share observations focusing on 3D in the Danielson’s Framework For Teaching
2. By November – gather baseline data from Performance Series and NYC Performance Based assessments; develop and informed all teachers of School-Wide Rubrics; develop a school – wide system of student conferencing
3. By December – gather Information from 2nd marking period grades
4. By February – gather information from 3rd marking period grades and NYS
5. By March – gather information from 1st marking period grades
6. By May – gather information from 2nd marking period grades
7. By June- gather information from 3rd marking period grades, Performance Series and NYC performance Based assessments
8. Monthly monitoring and sharing information about Common Planning, Departmental Meetings, Sekdula, Student - Conferencing and Observations during Cabinet meetings
9. 9/2013-6/2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 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
2. 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.

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 school’s instructional focus is shared with parents at PTA and SLT meetings. In addition, the Parent Coordinator is trained to share information with parents who visit the school or call for information.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #3

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 June of 2014, Improve the 2nd year cohort lowest 1/3 10+ credit earning rate by 22%.

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.

- NYCDOE Progress Report identified this target group as a group with the most significant need for improvement
- Use of formative assessments and student conferencing to target instruction
- Multiple entry points for all students
- Use the inquiry process to guide and promote best instructional practices
- Share information on student progress and track student progress systematically
- Guide teacher practice on using effective assessments and consistently checking for understanding
- Software to assist with providing more formative assessments (Prosper)
- Gather academic and relevant personal information and organize a system to goal plan with each student throughout the school - year
- Student self-assessments
- High expectations for learning is the norm for all classrooms and intellectually challenging and rigorous performance tasks are assigned and completed
- Rubrics are used to inform students of assessment criteria and teachers are consistently checking for understanding and monitoring student learning

Students will have opportunity to stay on track and progress with coursework during PM school and Saturday school

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Promote rigor in all classrooms by developing a thorough understanding of standards, the use of common rubrics and student evaluation policies, and common review of student work
2. Ensure that multiple entry points into the lesson exist for each student by providing professional development to teachers followed by evaluations from classroom observations in order to incorporate into every classroom UDL, effective use of technology by students and culturally relevant pedagogy
3. Generate instructional information from the inquiry process to incorporate instructional adjustments into the curriculum to improve student performance
4. Utilize Skedula to collectively monitor assessment practices and share student information school – wide
5. Across classrooms teachers are using strategies and question prompts to ensure students are using evidence in arguments in discussions daily; teachers are incorporating DOK in their questioning
6. Teachers are using informational text to generate rich discussions and argumentative writing task
7. Teachers are using school-wide rubrics, common assessments in subject areas and are consistently eliciting evidence of student understanding

B. Key personnel and other resources used to implement each strategy/activity

1. AP Supervision
2. ESI Coordinator
3. Teachers
4. Principal
5. APPS

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Student Work
2. Bulletin Boards
3. Formative Assessments
4. Summative Assessments

D. Timeline for implementation and completion including start and end dates

1. By November 2013 – Baseline Data Analysis of Performance Series and NYC Performance Based assessments, 1st marking period grade analysis

2. By December – 2nd marking period grade analysis, review of student work,
3. By February – Review of 1st semester grades, NYS Regents, student work
4. By March – 1st marking period grades analysis, review of student work
5. By May – 2nd marking period grades analysis, review of student work
6. By June – Regents Examination, Performance Series and NYC Performance Based summation
7. 9/2013-6/2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 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
2. 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.

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).

Parents will be regularly informed about the academic progress of their children through mailings, internet communication and sharing and the active use of Skedula. Parents will be train to access and effectively gain information from the various media.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 #4

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

By June 2014, we are going to improve the number of students earning 10+ credits in the freshmen cohort by 17%.

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.

Use of formative assessments and student conferencing to target instruction

- Multiple entry points for all students
- Use the inquiry process to guide and promote best instructional practices
- Share information on student progress and track student progress systematically
- Guide teacher practice on using effective assessments and consistently checking for understanding
- Software to assist with providing more formative assessments (Prosper)
- Gather academic and relevant personal information and organize a system to goal plan with each student throughout the school - year
- Student self-assessments
- High expectations for learning is the norm for all classrooms and intellectually challenging and rigorous performance tasks are assigned and completed
- Rubrics are used to inform students of assessment criteria and teachers are consistently checking for understanding and monitoring student learning

NYCDOE Progress Report identified this target group as a group with a significant need for improvement

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Use of formative assessments and student conferencing to target instruction

2. Multiple entry points for all students
3. Use the inquiry process to guide and promote best instructional practices
4. Share information on student progress and track student progress systematically
5. Guide teacher practice on using effective assessments and consistently checking for understanding
6. Software to assist with providing more formative assessments (Prosper)
7. Gather academic and relevant personal information and organize a system to goal plan with each student throughout the school - year
8. Student self-assessments
9. High expectations for learning is the norm for all classrooms and intellectually challenging and rigorous performance tasks are assigned and completed
10. Rubrics are used to inform students of assessment criteria and teachers are consistently checking for understanding and monitoring student learning
11. Students will have opportunity to stay on track and progress with coursework during PM school and Saturday school in addition to focus attention during our Freshmen Intensive

B. Key personnel and other resources used to implement each strategy/activity

1. AP Supervision
2. ESI Coordinator
3. Teachers
4. Principal
5. APPS

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Student Work
2. Bulletin Boards
3. Formative Assessments
4. Summative Assessments

D. Timeline for implementation and completion including start and end dates

1. By November 2013 – Baseline Data Analysis of Performance Series and NYC Performance Based assessments, 1st marking period grade analysis
- 2.
3. By December – 2nd marking period grade analysis, review of student work,
4. By February – Review of 1st semester grades, NYS Regents, student work
5. By March – 1st marking period grades analysis, review of student work
6. By May – 2nd marking period grades analysis, review of student work
7. By June – Regents Examination, Performance Series and NYC Performance Based summation
8. 9/2013-6/2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 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
2. 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.

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).

Parents will be regularly informed about the academic progress of their children through mailings, internet communication and sharing and the active use of Skedula. Parents will be train to access and effectively gain information from the various media.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #5

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 #5

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

By June 2014, raise the Global History Regents performance rate from 42% to 65%

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.

Passing rate on the Global History Regents is 42%

Decrease in graduation rate from 70% to 67%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Use of formative assessments and student conferencing to target instruction
2. Multiple entry points for all students
3. Use the inquiry process to guide and promote best instructional practices
4. Share information on student progress and track student progress systematically
5. Guide teacher practice on using effective assessments and consistently checking for understanding
6. Software to assist with providing more formative assessments (Prosper)
7. Gather academic and relevant personal information and organize a system to goal plan with each student throughout the school - year
8. Student self-assessments
9. High expectations for learning is the norm for all classrooms and intellectually challenging and rigorous performance tasks are assigned and completed
10. Rubrics are used to inform students of assessment criteria and teachers are consistently checking for understanding and monitoring student learning
11. Students will have opportunity to stay on track and progress with coursework during PM school and Saturday school in addition to focus attention during our Freshmen Intensive
12. NYCDOE Progress Report identified this subject area as one in significant need for improvement

B. Key personnel and other resources used to implement each strategy/activity

1. AP Supervision
2. ESI Coordinator
3. Teachers
4. Principal
5. APPS

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Student Work
2. Bulletin Boards
3. Formative Assessments
4. Summative Assessments

D. Timeline for implementation and completion including start and end dates

1. By November 2013 – Baseline Data Analysis of Performance Series and NYC Performance Based assessments, 1st marking period grade analysis
- 2.
3. By December – 2nd marking period grade analysis, review of student work,
4. By February – Review of 1st semester grades, NYS Regents, student work
5. By March – 1st marking period grades analysis, review of student work
6. By May – 2nd marking period grades analysis, review of student work
7. By June – Regents Examination, Performance Series and NYC Performance Based summation
8. 9/2013-6/2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 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
2. 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.

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).

Parents will be regularly informed about the academic progress of their children through mailings, internet communication and sharing and the active use of Skedula. Parents will be train to access and effectively gain information from the various media.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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>1) Extended ELA Block/Literacy Class. Level 1 and 2 9th 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.</p> <p>3) ELA/ELL. Extended block; reduced student-teacher ratio; individual instruction needs. Daily throughout the year.</p> <p>4) ELL Saturday School Program. All ELL students are programmed for AIS Saturday School. Saturdays throughout the year.</p>	Small Group, Tutoring	<p>During the school day</p> <p>Saturday Program (After School)</p>
Mathematics	<p>1) Extended Math Block. Level 1 and 2 9th graders placed in double period including (Special Education) intervention class with reduced class size. Small extended time on task; individualized instruction. Daily throughout the year.</p> <p>2) All 10th graders and select 11th and 12th graders in need of AIS services to Algebra examination. Computer based course offered during the school 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 12th graders are programmed for AIS in Math in Saturday School. Saturdays year.</p>	Small Group, Tutoring	<p>During the school day</p> <p>Saturday Program (After School)</p>
Science	Saturday School Program. 9th, 10th, 11th and 12th graders (including Special identified as being in need of AIS for	Small Group, Tutoring	Saturday Program (After School)

	Living Environment and / or preparation regents exam required for graduation are programmed into PM & Saturday School with a non- credit bearing status. Saturdays throughout the year.		
Social Studies	Global Issues is class created to support students who have not passed the Global Regents	Reduced class size	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	1) Group and Individual Counseling 2) Needs based 3) Students not meeting Promotional/performance standards 4) Students experiencing behavioral/issues negatively impacting on learning 5) Referrals to supportive agencies Intervention	One on One, Group	During and After School

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
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: <ul style="list-style-type: none"> • Embedding Common Core Learning Standards • Teacher Effectiveness – Danielson Competencies • Managing Stress • Navigating NEA (National Education Association) • Effective Lesson Planning • Shared Leadership Symposium

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Primarily through supplying these student with the academic support material needed in the classrooms to increase success, such as graphic calculators, writing and recording materials. In addition, students receive the necessary and targeted support services, such as counseling.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers are a an integral part of the leadership team that make decisions on assessments and targeted professional

development to meet their needs. We have 24 hours access to vital professional development on the web based PD 360 program. In addition, teachers have 24 hour access to vital resources to support effective instruction on the school-based Google Drive.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

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;

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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 0	Borough Brooklyn	School Number 615
School Name Transit Technical HS		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Marlon Bynum	Assistant Principal Torianna Murray
Coach type here	Coach type here
ESL Teacher Haydn Hyacinthe	Guidance Counselor Danise Lanier
Teacher/Subject Area Erica Cudjoe	Parent type here
Teacher/Subject Area type here	Parent Coordinator Angelo
Related Service Provider Pamela Savage	Other Tina Johnson
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1170	Total number of ELLs	41	ELLs as share of total student population (%)	3.50%
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Part II: 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										2	2	2	2	8
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	2	2	2	2	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	241	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	1
SIFE	1	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	20

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	13	1	1	8			20			41
Total	13	1	1	8	0	0	20	0	0	41

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-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
Spanish										15	12	2	5	34
Chinese														0
Russian														0
Bengali										2	2			4
Urdu														0
Arabic												1		1
Haitian										1	1			2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1	1		2
TOTAL	0	0	0	0	0	0	0	0	0	18	16	4	5	43

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)											1		1	2

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										5	6	1	1	13
Advanced (A)										15	7	5	1	28
Total	0	0	0	0	0	0	0	0	0	20	14	6	3	43

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	6		3	
Integrated Algebra	5			
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	10		8	
Living Environment	10		6	
Physics				
Global History and Geography	15		8	
US History and Government	12		10	
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The Lab-R and/or Spanish LAB for Spanish speaking students assessment is used during initial intake to determine the English proficiency of new ELLs to our ESL program. This assessment informs the ESL teacher of the English level of the incoming student and a program is generated that will best accommodate the ELL's language acquisition. Periodic assessments, such as Pearson's Periodic Assessment are given bi-annually to track the advancement of the ELLs. The analysis of the data will be used to inform the instructional interventions that the ESL teacher will carry out during the semester to support the students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
For the current group of ELLs in our ESL program, there are some noticeable trends that are observed after review of data from their 2012 NYSESLAT grades; the group of freshmen ELLs is scoring advanced or proficient in most modalities, with speaking and reading needing the most reinforcement. The sophomore ELLs have strong skills as well, but they need reinforcement across the modalities to move the beginner and intermediate ELLs forward. Junior ELLs need a lot of reinforcement because this will be the year that they take most of their state exams and the data shows that, even though they are a small group, they need support to develop their capacity in English proficiency to meet the requirements for their state exams. The RNMR modality analysis report for 2013 is not available, so the patterns that are observed are from the previous year's report.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The RNMR modality analysis report for 2013 is not yet available, so the ESL teacher used the RNMR from 2012 to look for patterns. The analysis of the data patterns that present themselves across the modalities will be used to inform and direct the instructional decisions that the ESL teacher makes in planning lessons. The deficiencies that the 9th and 10th ELLs have in speaking and listening will be met by structuring activities that elicit authentic conversation and tune their ears to the different ways of pronouncing words and understanding conversations. These activities can take the form of dialogue building, as in writing in response to characters in the stories and watching film clips that accompany the text. Beginner ELLs will be partnered with stronger senior ELLs to develop their spoken English, which will also reinforce the skills of the senior ELLs. The trends appear around reading and writing will be supported through activities that elicit authentic written responses that are based on text to real world connections. Writing and reading that is based on the world around them will make it easier for the ELLs to understand the context of their discussion. Personal dictionaries and vocabulary word walls will be developed to create a print rich environment in the classroom that can be referred to for reference by the ELLs.

4. For each program, answer the following:
 - a. 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?

As previously stated, the incoming class of freshmen ELLs has come in with strong skills in English that approximate towards the Advanced and Proficient levels. The ESL teacher does provide the ELLs with native language glossaries for their different subjects and these glossaries can be used on tests and the Regents exams and translated versions of the exams are available if the students choose to take them in their language. The results from the periodic assessments that the ELLs are given are used to inform the ESL teacher about the progress that ELLs are making and what areas need to be given more time in the classroom. The ESL teacher/coordinator is responsible for conferencing with the English AP, who in turn sets up meetings with the SLT to discuss different interventions to support the ELLs in the different subject areas. Currently, the periodic assessment has shown a need to focus on reading comprehension and the school has also decided to work on developing college readiness in our students by also focusing on reading and responding to informational text. ELLs are entitled to opt for taking NYSED exams in his/her native language. ELLs are to the option of taking NYSED exams in their native language.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Not applicable.
6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL teacher not only supports an ELL's second language acquisition in the classroom, but works as an advocate for the ELLs in

their content area classes by informing and working with the content area teacher on developing lessons that allow for the development of academic language the ESL teacher would use a range of instructional methods to ensure that students are building comprehension across all content areas along with linguistic knowledge, development, and performance in English. All units are thematic-based and designed around an essential question. The essential question is then explored and developed through all genres of literature, including fiction, content-area texts, informational readings, poetry, historical non-fiction, and drama. In addition, ESL texts and teacher-generated ESL lessons are utilized to teach English across all content areas. Instruction would be differentiated to meet the needs of the ELL learners. Classroom libraries would be equipped with glossaries and/or dictionaries reflective of the home language of the ELL students.

By meeting with content area teachers by grade level and by subject area, the ESL teacher learns which material needs scaffolding support in the ESL class and suggests differentiation and scaffolding that can be put in place in by the content teacher in order to provide the ELLs with access to the content curriculum.

7. 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?

n/a

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Evaluating an ELL, as with any student, is a holistic endeavor of not only monitoring the numbers and different grades that are tested for, but seeing to the child's psycho-social development. Studies have shown that new ELLs go through a silent period; this does not indicate that the ELL cannot speak or understand English, but that they are processing their new environment. As such, the success of our ESL program is based on a combination of test grades, in-class and informal assessments, direct 1/1 interventions, etc (ADD DATA)

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) After the initial admission process by the school intake secretary, the licensed ESL teacher is called and he administers the Home Language Identification Survey and has an informal interview with both the the parent and child. The licensed ESL teacher speaks three other languages beside English, which may facilitate the oral interview being administered in a language familiar to the language of the parent, but if a family comes for registration speaking a language that is not familiar to the ESL teacher, there are paraprofessionals and other school staff who speak Spanish, Bengali, Hindi, and Hebrew. If no one can translate for the parent and registering child, the ESL can contact DOE translation services. The parent will also be made to view a parent orientation video on the DOE website in their home language, which will further explain their rights as the parent of an ELL registering their child in a NYC public school. The parent is informed of the three types of ELL programs offered in NYC and their right to find a school that offers the type of ELL program that he/she feels is appropriate for the ELL if the program offered at 19k615 does not suit their needs. Even though 19k615 offers a free standing ESL program, the parent is made aware that if there are 15 other students who request a ELL program that is not offered at our school, a class will be created for them, which is done in his/her home language for full understanding. The number of ELLs who ask for an alternative program is stored in the English office in the ESL files with the student's information, so that when/if the number of ELLs requesting a different program reaches 15, they can all be contacted and offered a seat in the new program. All forms and documents like the Parent survey and program selection forms are given to the parent in their home language. After the initial intake and parent choice is made, within the first 10 days that the ELL is enrolled at our school the ESL teacher will administer the LAB-R, which will help in identifying the level of the ELL,

what class and the number of mandated hours of service that the child is entitled to. Subsequent to the intake and testing, the ELL will be programmed into the proper classes. All Spanish speaking ELLs who score at or below the cut score for the LAB-R are administered the Spanish LAB; the Spanish language teacher at the school assists the ESL teacher in administering the Spanish LAB. The Parents choice must be entered and filed within 20 days of enrollment.

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.

The criteria used to place identified ELLs in any language acquisition program in NYC is by parent choice. The ELL parent is informed of the three types of ESL programs that are available in NYC public schools, in their native language and also made to watch an orientation video on the DOE website. The parent is also informed of his/her right to require the school to create a bilingual language class, if there are 15 other ELLs with the same home language, who wish to attend the school. Parents who choose not to have their children attend 19k615 are notified/informed of other schools in NYC which offer the program of the parents choice. Parents are notified by the school, if the number of ELLs requesting to create a bilingual class is met. If there isn't the required number of ELLs to create a class, then the parent will be directed to another school that offers the type of class that they would like for their child. The program that an ELL is enrolled in is solely the choice of their parent. The ELL parent orientation takes place within the first ten school days of ELL being admitted into the NYC school system and is facilitated by the ESL teacher, Haydn Hyacinthe.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

The ESL teacher/coordinator during the initial intake, entitlement letters and Parent survey and program selection forms are distributed and filled out at the parent orientation, the ESL teacher keeps them for safe keeping within each student's binder. The program selection form and survey is completed and collected at the ELL parent orientation; because it is sometimes difficult to get the parents in, the ELL placement, entitlement, continued entitlement letters are also distributed at parent orientation, for new and already enrolled ELLs. If the forms are not returned to the school in 5 days, a call and letter is sent home asking the parent to return them. Returned forms are kept in the student's secure file (cumulative school history records). A copy of these form are kept with the ESL teacher, so that in the future parents who indicate another program option can be contacted if the number of required ELLs is reached (15 ELLs) to open another program type.

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.

The criteria used to place identified ELLs in any language acquisition program in NYC is by parent choice. The ELL parent is informed of the three types of ESL programs that are available in NYC public schools, in their native language and also made to watch an orientation video on the DOE website. The parent is also informed of his/her right to require the school to create a bilingual language class or Transitional bilingual program, if there are 15 other ELLs with the same home language, who wish to attend the school. If there isn't the required number of ELLs to create a class, then the parent will be directed to another school that offers the type of class that they would like for their child. The program that an ELL is enrolled in is solely the choice of their parent. ELL placement letters. Placement, entitlement and continued entitlement letters are distributed at the parent orientation and a copy is placed in the ELLs file. Translation services are carried out at the school to ensure that all parents understand what is being explained to them and if a parent speaks a language not present at the school, DOE translation services will be called to help. The ELPC screen in ATS is updated by the ESL teacher once these activities are conducted, within 20 days of the ELLs admission to 19k615.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Students who are eligible to take the NYSELAT are identified on ATS as ELLs who are entitled for services. All students who are programmed for ESL and given the required amount of hours of support and instruction must take the NYSELAT exam. For the orderly administration of the NYSELAT exam, a committee of 4 teachers and the ESL teacher will review the School Administrator's Manuel and will follow the directions set there in. All testing material is securely held in the Assistant Principal's office in a locked file cabinet and the testing instruments are brought out only during the specific day of administration, handled only by the English AP or ESL test coordinator/teacher. The ESL coordinator sets a schedules to meet with all teachers who sit on the grading committee for the NYSELAT and are given a copy of the Administrator's Manuel for their perusal, so that they can become familiar with the testing protocols and will be trained by the licensed ESL teacher on how to help administer the test. After a classroom is set aside for the test, the ELLs are given a letter to have their content area teachers' signatures, informing the teacher that the student will be out of class during the periods of the test. The NYSELAT speaking subtest is administered first

with the licensed ESL teacher and a disinterested teacher simultaneously grading the students' responses. The Listening, Reading , and Writing subtests administered in the during the window period that is allotted. During the grading period for the writing subtest, one of the teachers trained by the ESL teacher will grade the constructed-response questions in the students booklets in a designated room under the supervision of the ESL teacher and once completed all test material will be secured in the English AP's office for safe keeping until they are packaged for shipment. The RLER report is generated to indicate all the ELLs who are entitled to take the exam. Parents are informed of their ELLs testing schedules through a letter sent the month before the test starts.

6. 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.) 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.  19k615 is a specialized vocational high school. The parents and students who come to our school realize how valuable and employable the skill sets we work to develop in our students are. Over the past three years, the ELLs and their parents have come to our parent orientations with an understanding of the 3 types of language acquisition/support programs offered in all NYC public schools, the programs we offer at 19k615, the possibility of creating a program of their preference (if 15 or more ELL parents ask for it), and after having been carefully explained their options chose to place their children in our care. There seems to be a trend among the parents to actually prefer ESL for their children. I cannot speculate as to why the idea of full immersion has outweighed the other program models, causing the parents of the ELLs who come to enroll their children at our school to choose Free Standing ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Instruction is delivered to the ELLs in a free-standing, self-contained ESL class that is taught by a licensed ESL teacher. The class meets for 45 minutes, twice a day and the ESL teacher also pulls ELLs out, based on their proficiency levels, for an extra 45 minutes to do supplementary work from their content area classes. The ESL class is heterogeneously grouped and the supplementary classes that focus on content area reinforcement is organized so as to have the stronger ELLs partnering with their weaker peers.

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)?

ESL instruction is based on the mandated number of minutes that each ELL is entitled to under CR Part 154. Beginning ELLs meet with the ESL teacher for a total of 12 class periods (45 minutes a class) a week, Intermediate ELLs meet for a total 8 class periods a week and Advanced ELLs meet for 4 class periods a week.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content area teachers collaborate with the ESL teacher to use ESL support strategies in class, such as native language glossaries and vocabulary building exercises within the content area class. In the ESL classroom the ELLs are supported by the ESL teacher and native language paraprofessionals in their general English acquisition through the standards based, cross-content activities that reinforce the work they are doing in their content area classes. Work that the ELLs or their content area teacher feels need more time to be address is done in the supplementary classes that have former or more proficient ELLs heterogeneous grouped or partnered with weaker ELLs. All of the instruction and support that is given by the ESL teacher is in English, yet the students are not prohibited from using the native language within their groups to help each, while the native language paraprofessional helps maintain the accountability of the conversations, by circulating among the groups. The ESL lessons are aligned with the common core standards, the ESL teacher has common planning times with the content area teachers and collaborate with them on providing support to our ELLs.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The native language support that the paraprofessionals provide help the ESL teacher monitor and evaluate the progress of the ELLs throughout the year in our ESL classes.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The variety of classroom activities and instruction are designed to develop the four modalities of English acquisition through the heavy use of multimedia, a text and vocabulary rich environment, conversation and dialogue building, and peer support that comes together to rigorously support and reinforce the ELLs content area knowledge and vocabulary. The lessons are not only differentiated but are structured to take into consideration the diverse learning styles of all students. Formal assessments to track ELL progress are given bi-annually in the form of the Periodic Assessment exam from Pearson and the NYSELAT exam that takes place in the spring semester. The ESL teacher uses these formal exams, as well as informal assessments that he creates to track the progress of the ELLs throughout the academic year. The common core curriculum that all teachers use at our school, require moments where ELLs are present their work, develop portfolios, and unit exams are given to assess the English acquisition of our ELLs.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

The instructional plan for SIFE is one that takes into consideration that the student is coming to the ESL class with a knowledge base that may not be formalized, but is still a resource to be utilized. The SIFE ELL will be given support through language

acquisition tools like the Rosetta Stone TM program, and will be partnered (programmed to the same classes, as far as possible) with a stronger ELL with the same native language. The SIFE will also take advantage of all of his/her ESL class time to expand on and complete any work from the subject classes. The SIFE will be taught how to identify the basic units of sound and be encouraged to practice speaking both native language and English, until more facility is developed.

The educational plan for ELLs who have been in US schools for less than three years is not too dissimilar from the approach taken with a SIFE, except that this ELL will generally have more capacity in English. Beginner ELL may have been in the educational system just long enough to have previous assessments that highlight his/her ability in the different domains (listening/speaking/reading/writing). This can be used as a resource to determine which modality needs more support and help inform the ESL teacher on how to differentiate lessons for the beginner ELL.

All ELLs are individual students and besides the general categorization, an educator should not approach them in any way that minimizes or overlooks this fact. There are general approaches and a variety of reasons why one student preforms differently from another. The ESL teacher has to pay attention to the traditional and devise as many authentic assessments to evaluate and highlight the areas that need support in a long term ELLs linguistic development. ELLs receiving services for more than 4 years require special attention; if progress is not noted on the assessments that examine the four modalities, there might be another reason effecting the ELLs language acquisition. The ELLs are not the only ones who must periodically assess their efficiency and progress; the ESL teacher must also assess his teaching practice and methodology to improve and best support his students. Language may not be the problem for a long term ELL, there may be cognitive, development, psycho-social inhibitors to an ELL's learning and the ESL teacher has to look through his students educational history (ARIS) and also seek help and support from the other professionals in the school, not just other educators, to support his students. Instruction and support for long term ELLs take the form of audio-books and computer based assignments.

Former ELLs, who have achieved proficiency on the NYSELAT exam, still have access to ESL support services and can meet with the ESL teacher to plan forward, like resume building, or to prepare for college and the application process. Former ELLs also have the opportunity to earn community service credit by mentoring or tutoring current ELLs during their Guidance Assistance period, where they can work with me during my supplementary ESL class.

ELLs and former ELLs are entitled to native language glossaries and extra time during their exams; the other teachers and departments in the school are notified of the accommodations that they have to make for the ELLs who they may have in their classes.

7. 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?

ELL-SWDs are accommodated in all of their classes, as per their IEPs which depending on the disability can take the form of a paraprofessional (language or accessibility), extra time is given and the paraprofessional works with the ESL teacher to make the work accessible and scaffold the work so that the ELL-SWD can participate in grade appropriate work. The IEP's have specific goals and accommodations that seek to support the students deficit are followed by the ESL teacher in developing his lessons and differentiated classwork.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL-SWDs are placed in the least restrictive environment for learning, which generally takes the form of an inclusion class and any other provisions made for them through their I.E.P.s. IEP students are programmed first, so that the mandates of their IEPs are met. The ESL teacher further supports the ELL-SWD by helping him or her develop the academic/social language to participate and advocate for themselves. ELL-SWDs are accommodated in all of their classes, as per their IEPs, which depending on the disability can take the form of a paraprofessional (language or accessibility), extra time is given and the paraprofessional works with the ESL teacher to make the work accessible and scaffold the work so that the ELL-SWD can participate in grade appropriate work. ELL-SWD are placed in inclusion classes with other students, as per the requirements of their IEP, to maximize time spent with non-disabled students and ELLs in the least restrictive learning environment.

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:				
Social Studies:				
Math:				
Science:				

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

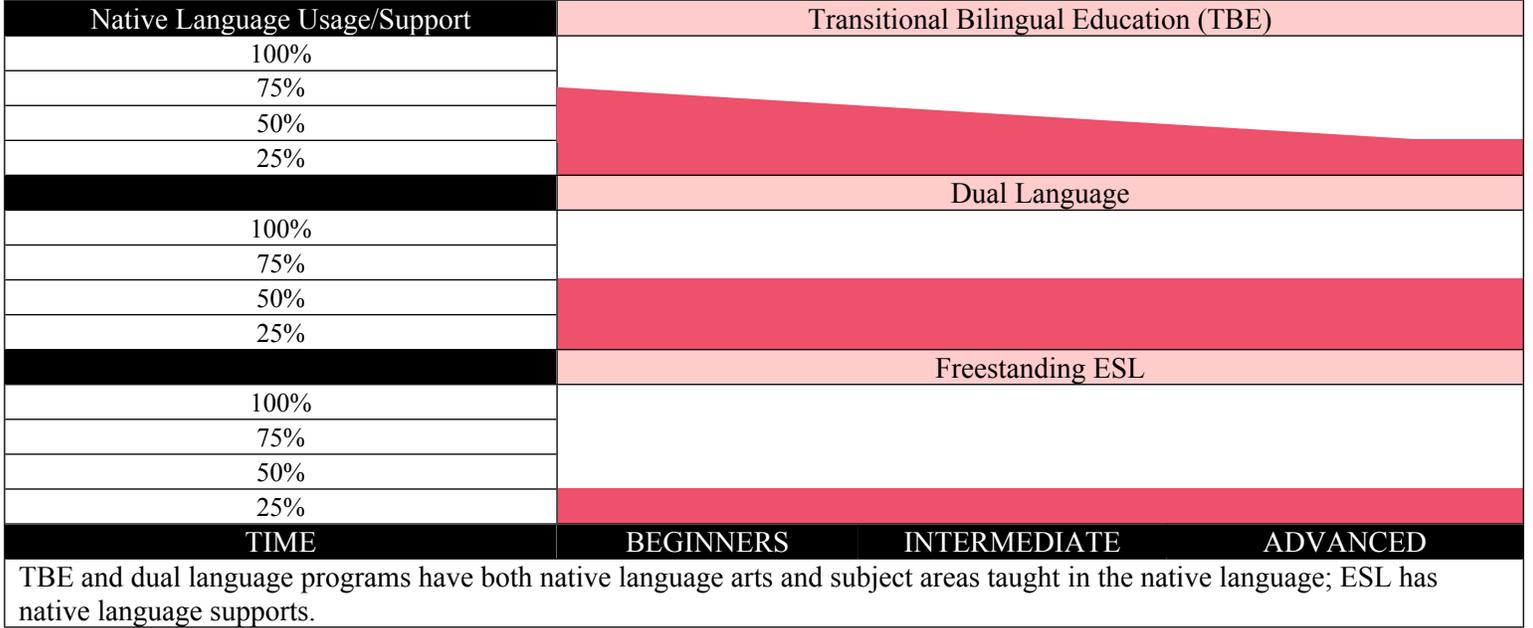
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



B. Programming and Scheduling Information--Continued

9. 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.

To support the ELLs academically, the ESL teacher works in conjunction with the content area teachers to help the ELLs acquire the academic language that they need to successfully participate in their classes. Tutoring is offered in all of the content areas during the 33 minutes of the AIS period and the ELLs also have their ESL classes that support their learning and language acquisition by reinforcing what they are learning in their content class by the use of various ESL strategies that support them in reaching linguistic proficiency. The ELLs are also programmed for Saturday school and use this extra time to meet with their subject area teachers around their needs. The academic language needed to fully participate in the classroom is developed with the ELLs in their ESL class to support their learning; specific CCLS ESL lessons are constructed to support the ELLs understanding and participation in their content area classes, based on the feedback and collaboration that is provided by the content area teachers. During lunch periods students can also come in for extra help that they might need.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our ESL program is effective in supporting our ELLs in meeting their academic needs, in so far that the rate of graduating ELLs are not that divergent from the graduation rate of the general student population.

11. What new programs or improvements will be considered for the upcoming school year?

For the upcoming year, the ELA/ESL department at our school needs to invest in more technology and the purchasing of more up to date textbooks and glossaries in more diverse languages to meet the needs of the potential students that will be coming to our school.

12. What programs/services for ELLs will be discontinued and why?

n/a

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Besides their ESL classes, the ELL population at our school are not segregated from the general school population. All school activities are announced and letters that outline the schedule of events that happen after school and on the weekends are sent home in the native language of the ELLs. PM school, tutoring, Saturday school and cultural events are all made available to the ELLs at our school.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The ESL teacher uses a variety of material to support the ELLs both academically and linguistically. The support materials include, but are not limited to native language glossaries, The Visions A/B/C textbooks, content specific workbooks that pair native vocabulary and activity with the English equivalent, multimedia labs that provide laptops and content specific software.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support comes from the native language paraprofessionals who assist the ESL teacher in his classes and through the help of advanced and proficient ELLs who serve as 'buddies' for the beginner and intermediate ELLs in and outside of the classroom.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All support services in the school are age and grade specific to all of the students. ELLs are programmed to their classes and are also assigned a guidance counselor who, with the assistance of the ESL teacher, assures that the ELLs like every student gets the required support.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled ELLs are invited to attend the school's bridge program in the summer before starting school to familiarize them with the school building and to start preparing them for the upcoming semester. ELLs who enroll throughout the school year are afforded the opportunity to learn about the school through programs and meetings that the ESL teacher organizes for them and their parents around the school's general PTA assemblies.

18. What language electives are offered to ELLs?

The only language elective offered at our school is Spanish through the ILearn program.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?

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

Not applicable.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The ESL teacher is invited and encouraged to participate in the various ESL PDs offered through the Children's First Network 611. The ESL teacher is then responsible for bringing back the information to the school and sharing it with the content area teachers. The calendar of PDs that the ESL teacher is also encouraged to participate in are announced in the Principal's Weekly and approved by the AP of Humanities, on an on-going basis.

The ESL teacher, from the training and information that he gets from CFN 611, trains school staff on how to work and support the academic and linguistic success of the ELLs in our school. Guidance counselors at 19k615 are also informed of specific PDs that deal with ESL and guidance related topics are invited by the ESL teacher to participate with him. The ESL teacher meets with guidance counselors of ELLs and based on NYSELAT results informs them on how best to program the ELLs into their classes. The ESL teacher is required to attend PDs throughout the academic year to keep abreast of new topic and tends with the DOE, ESL/Educational policy, teaching practice and the AP Humanities and the APO are both made aware and record the number of PD hours the ESL teacher participates in every year. Better understanding of the ELLs literacy level with help ELL educators (content area teachers/guidance/school support staff) better provide services for their ELLs. Attendance is taken at all school activities and PDs, and maintained by the APO or AP of Humanities.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

There is always someone who is available to translate for parents, as well as all information that is sent home is sent in the home language of the parents. All parents of the students at our school are invited to monthly PTA meetings that address a variety of student and parent issues within the community around our school and in general. The parent coordinator also works with the ESL teacher to organize ELL specific Parent meetings that address the specific needs of their students. As much as possible, we try to provide material in the native language of the parents and have native language paraprofessionals on hand to translate the information, as well as Translation services can be found by contacting the DOE translation unit. Parents are encouraged to use the school as a resource for their needs and as different issues come to light that might affect the family, as a whole, or the ELL individually, we seek to program around those needs as they arise. The parent coordinator is essential in her role, as liaison between the parent and the school. Newcomer ELLs and their parents are invited to meet with the ESL teacher and their counselors to better understand how the school will service their children and program them into their classes. Information from the parent coordinator is used to define the needs of the parents to the ESL teacher, as well as the school at large. The information from the parent coordinator, in addition to ESL teacher's outreach to the parents, gives the school feedback to develop workshops or other activities to meet the needs of the family.

E. 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.

No additional information.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **6** Network: **611**

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Home Language surveys are evaluated and examined. Translation needs are assessed based on the findings from the survey.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our major findings indicated in the Home Language Survey are that our written translation and interpretation needs are directly aligned with demographic and ethnic backgrounds of our school's population. The data revealed two major translation needs: Spanish and Creole. The findings were reported to the school community through LAP meetings 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.

The translation of school correspondence announcing various events such as PTA meetings, School Leadership Team meetings, and parent-teacher conferences. The material is mailed home or backpacked home to achieve timely receipt of pertinent information; these services will be provided for by 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 the PTA meetings and during parent-teacher conferences. The 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. The signs are posted at all entrances and near offices for translation services. The NYCDOE'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"> • Per session • Per diem 		
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">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		