

**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](mailto:MBYNUM@SCHOOLS.NYC.GOV)

**Superintendent:** DONALD CONYERS

**Network Leader:** JOSE RUIZ

### 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	
Lorna Christian	*PA/PTA President or Designated Co-President	
Shannon Rodriguez	DC 37 Representative, if applicable	
Anthony Rodriguez	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Samay Shrestha		
Onaje Marshall		
Emmeline Martinez		
	CBO Representative, if applicable	
Sam Ahmed	Member/ CSA/Chairperson	
Freddie Thompson	Member/ Parent	
Marylyn Winslow	Member/ Parent	
Susana Rodriguez	Member/ Parent	
Karen Seymour	Member/ Parent	
Maxine Veacock	Member/ Parent	
Percival Lewis	Member/ Parent	
Kevin Sorrentino	Member/ UFT/Teacher	
Gillian Steele	Member/ UFT/Teacher	
	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.
- 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).

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
<b>X</b>	▪ Annual Goal
	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## **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 2015, 75% of the teachers who were rated Ineffective or Developing for the 2013-2014 school year will improve their overall Measure of Teacher Performance rating.

### **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.

- Refine curricula and tasks to fully integrate the instructional shifts and provide access to learning opportunities in order to meet the needs of diverse learners.
- Strengthen teaching strategies and embed multiple entry points so academic tasks challenge learners resulting in high levels of engagement.
- Expand the work of teachers in using assessment tools to monitor student progress in order to provide actionable feedback and adjust instructional practices so that all students' learning needs are effectively addressed.

Source: Quality Review Report 2013-2014; School Quality Guide 2013-2014

After conducting analysis of teacher observation data, review new Common Core Learning Standards 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 all classrooms teachers will utilize strategies and questioning techniques to promote argumentative discussion among students; teachers will incorporate Depth Of Knowledge in order to develop thought provoking questions.
2. Teachers will use informational text to generate rich discussions and argumentative writing tasks.
3. Teachers will use the school-wide rubrics and common assessments in subject areas as well as elicit evidence of student learning.
4. Monthly joint learning walks will take place in order to gather information and develop strategies to improve student engagement.

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

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

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

1. Data collected during Learning Walks with supervisors, talent coach and teachers.
2. Data collected during informal and formal observations
3. Notes shared and student work examined during walkthroughs
4. Lesson Plans
5. Bulletin Boards with students work and accountable comments/feedbacks from teachers.

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

1. September 2014 – June 2015
2. Monthly analysis of Teacher Evaluation Spreadsheet
3. Weekly analysis of joint informal observations utilizing the Danielson's Framework for Teaching

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

1. Citywide Instructional Expectation funds will be used to provide per-session for teachers and workshop facilitators each time they conduct professional development sessions.
2. Fair Student funding will be allocated as per-session for teachers to train parents on Skedula after school and/or on Saturday. The Title III set aside for parent involvement will be used to provide translation services for parents.

***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 Parent Teacher Association and School Leadership Team meetings. In addition, the Parent Coordinator is trained to share information with parents who visit the school or call for information. Parents will be able to access student data online through Skedula/Pupilpath

***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.

Our school is not using any additional funds.

## 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 2015, 60% freshmen students will earn 10 credits or more.

### **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.

- The overall graduation rate decreased from 67% to 64%.
- The overall percentage of students earning 10+ credits in the first year is 47%
- The overall percentage of students from the lowest 1/3 earning 10+ credits in the first year is 28%
- The overall passing rate on the Integrated Algebra Regents is 37%
- The overall passing rate on the Global History Regents is 37%
- The overall passing rate on the Living Environment Regents is 50%
- 26% of students successfully completed approved college preparatory courses and assessments
- 13% of students graduated college ready
- 37% of students graduated from high school and enrolled in a college or other postsecondary program within 6 months

After conducting analysis of teacher observation data, review new Common Core Learning Standards 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. 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. The inquiry team will analyze and review students work and develop strategies to bridge the identified gaps.
4. Provide all teachers with custom data tool which will include detailed student information in order for teachers to hold advisory session and improve student performance.

#### **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 that will be collected during formal/informal observations.
5. Bulletin Boards with students work and accountable comments/feedbacks from teachers.

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

1. September 2014 – June 2015
2. Scholarship report from each marking period.
3. Advisory sessions will be held towards the end of each marking period.

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

1. Citywide Instructional Expectation funds will be used to provide per-session for teachers and workshop facilitators each time they conduct professional development sessions.
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 Parent Teacher Association and School Leadership Team meetings. In addition, the Parent Coordinator is trained to share information with parents who visit the school or call for information. Parents will be able to access student data online through Skedula/Pupilpath.

**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.

Our school is not using any additional funds.

### **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 2015, the Integrated Algebra Regents performance rate will improve from 37% 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.

- The overall graduation rate decreased from 67% to 64%.
- The overall percentage of students earning 10+ credits in the first year is 47%
- The overall percentage of students from the lowest 1/3 earning 10+ credits in the first year is 28%
- The overall passing rate on the Integrated Algebra Regents is 37%
- The overall passing rate on the Global History Regents is 37%
- The overall passing rate on the Living Environment Regents is 50%
- 26% of students successfully completed approved college preparatory courses and assessments
- 13% of students graduated college ready
- 37% of students graduated from high school and enrolled in a college or other postsecondary program within 6 months

Quality Review Report 2013-2014; School Quality Guide 2013-2014 will be used as a guide.

#### **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. Formative assessments and student conferencing will be used to target instruction and overall student progress.
2. Inquiry process will enable us to guide and promote the best instructional practices and identify areas of improvement.
3. Share information on student progress and track student progress systematically.
4. Classroom inter-visitation will allow teachers to share resources and best practice.

##### **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. Students work will be reviewed during formal/informal observations.
2. Students work displayed on bulletin boards with meaningful comments from teachers.
3. Scholarship report for each marking period.

- 4. Formative and summative assessment scores.
  - 5. Scholarship report.
- D. Timeline for implementation and completion including start and end dates**
- 1. September of 2014 – June of 2015: Scholarship report from each marking period
  - 2. January 2015 Regents Score
  - 3. June 2015 Regents Score
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1. Citywide Instructional Expectation 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 Parent Teacher Association and School Leadership Team meetings. In addition, the Parent Coordinator is trained to share information with parents who visit the school or call for information. Parents will be able to access student data online through Skedula/Pupilpath

**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
List any additional fund sources your school is using to support the instructional goal below.								
Our school is not using any additional funds.								

## 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 2015, the Living Environment Regents performance rate will improve from 50% 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.

- The overall graduation rate decreased from 67% to 64%.
- The overall percentage of students earning 10+ credits in the first year is 47%
- The overall percentage of students from the lowest 1/3 earning 10+ credits in the first year is 28%
- The overall passing rate on the Integrated Algebra Regents is 37%
- The overall passing rate on the Global History Regents is 37%
- The overall passing rate on the Living Environment Regents is 50%
- 26% of students successfully completed approved college preparatory courses and assessments
- 13% of students graduated college ready
- 37% of students graduated from high school and enrolled in a college or other postsecondary program within 6 months

Quality Review Report 2013-2014; School Quality Guide 2013-2014 will be used as a guide.

### 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. Gather academic and relevant personal information and organize a system to plan goals with each student throughout the school – year.
2. Incorporate labs, hands-on assignments and scenario based tasks to connect theories to real world applications.
3. Improve rubrics in order to create a system that will inform students of assessment criteria and provide clear understanding of what is required to improve student progress.
4. Provide more tutoring opportunities for all students by utilizing classrooms, computer labs and the library.

#### 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. Students work will be reviewed during formal/informal observations.
2. Students work displayed on bulletin boards with meaningful comments from teachers.

3. Scholarship report for each marking period.
  4. Formative and summative assessment scores.
  5. Scholarship report
- D. Timeline for implementation and completion including start and end dates**
1. September of 2014 – June of 2015: Scholarship report from each marking period
  2. January 2015 Regents Score
  3. June 2015 Regents Score
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Citywide Instructional Expectation 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 Parent Teacher Association and School Leadership Team meetings. In addition, the Parent Coordinator is trained to share information with parents who visit the school or call for information. Parents will be able to access student data online through Skedula/Pupilpath

**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
List any additional fund sources your school is using to support the instructional goal below.								
Our school is not using any additional funds.								

## 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 2015, all 12<sup>th</sup> grade students with an attendance rate of 80% or higher will possess an individualized career/college plan.

### Comprehensive Needs Assessment

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

- The overall graduation rate decreased from 67% to 64%.
- The overall percentage of students earning 10+ credits in the first year is 47%
- The overall percentage of students from the lowest 1/3 earning 10+ credits in the first year is 28%
- The overall passing rate on the Integrated Algebra Regents is 37%
- The overall passing rate on the Global History Regents is 37%
- The overall passing rate on the Living Environment Regents is 50%
- 26% of students successfully completed approved college preparatory courses and assessments
- 13% of students graduated college ready
- 37% of students graduated from high school and enrolled in a college or other postsecondary program within 6 months
- Refine curricula and tasks to fully integrate the instructional shifts and provide access to learning opportunities in order to meet the needs of diverse learners
- Strengthen the use of teaching strategies to embed multiple entry points so academic tasks challenge and learners resulting in work products reflecting high levels of engagement
- Strengthen the use of teaching strategies to embed multiple entry points so that academic tasks challenge all learners resulting in work products reflecting high levels of engagement
- Expand the work of teachers in using assessment tools to monitor student progress in order to provide actionable feedback and adjust instructional practices so that all students' learning needs are effectively addressed

Quality Review Report 2013-2014; School Quality Guide 2013-2014 will be used as a guide.

### 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. Develop peer leaders over the summer of 2014 to share best practices in the college application process.
2. Embed the college application process in the ELA capstone 12<sup>th</sup> grade class.
3. Set a designated time and location for students to utilize the computer labs and process college applications and identify career opportunity.
4. Expand internship opportunities through existing industry partners as well as build relationship new industry partners.

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

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

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

1. Students work displayed on bulletin boards with meaningful comments from teachers.
2. Scholarship report for each marking period.
3. Formative and summative assessment scores.
4. College applications and college acceptance correspondence.
5. College Now program data reflecting detailed information on applicants and results.

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

1. Sept 2014 – June 2015
2. By February – Review of 1st semester grades, NYS Regents, student work
3. By March – 1st marking period grades analysis, review of student work
4. By May – 2nd marking period grades analysis, review of student work

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

1. Citywide Instructional Expectation 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 Parent Teacher Association and School Leadership Team meetings. In addition, the Parent Coordinator is trained to share information with parents who visit the school or call for information. Parents will be able to access student data online through Skedula/Pupilpath

**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.

Our school is not using any additional funds.

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Students failing marking period, poor Regents score, teacher referral	Small group activities, one on one and group tutoring	During the school day, before and after school
<b>Mathematics</b>	Students failing marking period, poor Regents score, teacher referral	Small group activities, one on one and group tutoring	During the school day, before and after school
<b>Science</b>	Students failing marking period, poor Regents score, teacher referral	Small group activities, one on one and group tutoring	During the school day, before and after school
<b>Social Studies</b>	Students failing marking period, poor Regents score, teacher referral	Small group activities, one on one and group tutoring	During the school day, before and after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Students failing marking period, poor Regents score, teacher referral	Small group activities, one on one and group tutoring	During the school day, before 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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 United Federation of Teachers - 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:

- 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 ***the intent and purpose*** 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 students 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 an integral part of the leadership team that make decisions on assessments and targeted professional development to meet their needs. 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)**

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

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

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **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.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$790,616.97	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$6,090,196.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be

included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>0</b>	Borough <b>Brooklyn</b>	School Number <b>615</b>
School Name <b>Transit Technical HS</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Marlon Bynum</b>	Assistant Principal <b>Torianna Murray</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Haydn Hyacinthe</b>	Guidance Counselor <b>Danise Lanier</b>
Teacher/Subject Area <b>Erica Cudjoe</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Angelo</b>
Related Service Provider <b>Pamela Savage</b>	Other <b>Tina Johnson</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	13	1	1	8			20			41

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>13</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>41</b>
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
<b>TOTAL</b>	<b>0</b>													

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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
<b>TOTAL</b>	<b>0</b>	<b>18</b>	<b>16</b>	<b>4</b>	<b>5</b>	<b>43</b>								

## 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
Intermediate(I)										5	6	1	1	13
Advanced (A)										15	7	5	1	28
Total	<b>0</b>	<b>20</b>	<b>14</b>	<b>6</b>	<b>3</b>	<b>43</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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

Assessments 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 [AMAQO 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

## 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™ 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 by 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 assesse his teaching practice and methodology to imporve and best support his students. Language may not be the problem for a long term ELL, there maybe 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 accomodations 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.

**Courses Taught in Languages Other than English ⓘ**

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

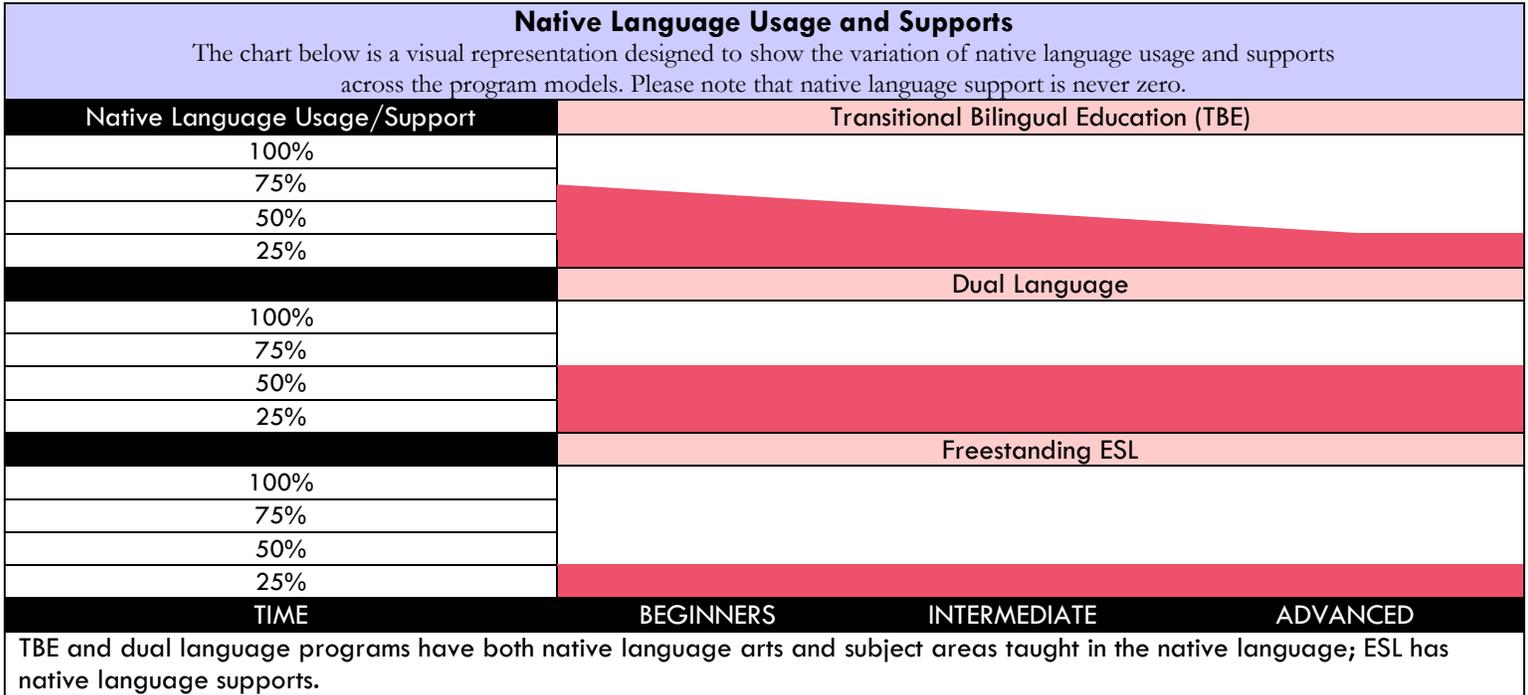
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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



## B. Programming and Scheduling Information--Continued

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 schools 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 schools 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:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- 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 trends 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**

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

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

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

Our major findings 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

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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.



**Division of Specialized Instruction and Student Support  
Office of English Language Learners**

Claudia Aguirre, Chief Executive Officer  
52 Chambers Street, Room 209  
New York, New York 10007  
Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs 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 or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Transit Tech 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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 53
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: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 0

## 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: The direct instruction supplemental program at 19k615 is facilitated by the licensed ESL teacher, who works in collaboration with the content area teachers to support the ELL students in the school by unpacking the vocabulary and content of their respective lessons, before the lessons actually take place in the content area classes. The supplemental program started on September 8 and will continue until May 30, 2015, starting from 7:40 to 8:30am, Monday through Friday. This class is taught solely by the certified ESL teacher, who collaborates with the content area teachers to develop the support material and lessons based on language rich content in order to provide the ELLs with the academic language that will enable them to access the content knowledge. This session is open to all of the 35 ELLs who go to 19k615, but the Freshmen students are obligated to participate in the program because of the various linguistic and academic needs.

The rationale being that if the students are previously exposed to the content area vocabulary and the ESL teacher uses ESL strategies to develop supplemental lessons that support the lessons, then the ELLs will be more engaged in these classes; this will serve as extra support in order for them to do better in their classes. The language of instruction is in English, since 19k615 only has a free standing ESL program with native language support. The ESL teacher meets with the other content area teachers during their common planning time and develops or expand on the work that the ELLs will be introduced to in class, this is at no cost to the Title III funds. The classes in the supplementary program are heterogeneously grouped to the ELLs' ability. The incoming freshmen are the target group for this program because 19k615 has a large number of newcomers and to give the ELLs the support they need to successfully participate in their courses.

19K615 also implements a Saturday Academy which is scheduled for all of the students, but the ESL teacher conducts a 4 hour support class for all ELLs under the Title III and this setting is specifically established to provide ELLs with the linguistic and academic support needed to better perform in their classes. This Saturday ELL program is more so designed for 10-12th grade ELLs who are having difficulty developing conceptual understanding of the content materials and completing assignments due to their deficiencies in the English language. The 15 participating ELLs have been referred by the content area teachers, who co-plan with the ESL teacher during their weekly common planning time to discuss the needs of the ELLs (at no cost to the Title III) and to develop ESL strategies on how to support the ELLs in their content area classes. During this time, the certified ESL teacher also adapts content area work that has been provided by the other teachers for the different ELLs based on their proficiency levels. The lessons that are implemented in the Saturday program are designed to facilitate the ELLs' understanding

### Part B: Direct Instruction Supplemental Program Information

of the content materials. This program is taught solely by the certified ESL teacher.

Saturday academy is scheduled for all of the students at 19k615, but the ESL teacher conducts a 4 hour support class for all ELLs and this setting is specifically established to provide extra instructional support hours. The Saturday Academy can be used twofold, to support the ELL students in providing extra course work that reinforces their learning with targeted interventions and information that informs the ESL teacher of their specific deficiencies, based on the feedback from their content area teachers and support for the Regents exams that they will be in January and June. This Saturday academy is more so designed for 10-12th grade ELLs who are having difficulty with Standards based course work in their regular classes and have been referred by the content area teachers, with supplementary work that the ESL teacher adapts for the different ELLs based on their proficiency levels. The Saturday Academy has 5 content area teachers, who co-plan each week with the certified ESL teacher around the needs of the ELLs and other students in the program.

The Saturday Academy started on October 25 and will continue until May 30, 2015. Classes start at 8:00 am and end at 12:00 pm. There will be 23 sessions in this program.

### Part C: Professional Development

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

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

Begin description here: To best serve the ELL population at 19k615, the licensed ESL teacher and select teachers from the main subject areas are allowed to participate in PDs that will develop their teaching practice and provide them with different techniques and strategies to meet the linguistic needs of the ELLs. The ESL teacher, an English, math and science teacher who work with the incoming 9th and 10th grade students will attend ESL PDs because they are on the first set of teachers who will meet and engage the ELLs and those first two years are the most important in providing the ELLs with the academic language support to be successful in high school. The PD schedule announced in the Principal's Weekly and any other relevant PDs given through various partner agencies will be used as a resource for 19k615 to program PDs for our staff.

PD 1

Topic: Providing support and accommodations for ELLs in the content area classes

Rationale: Content area teachers have to be aware of the accommodations that ELLs are entitled to by law and made aware of how to utilize the ESL teacher and extra hours to support the ELLs.

## Part C: Professional Development

Date: Sept 22, 2014 - from 2:50 pm to 4:00 pm

Provider: Hayden Hyacinthe, ESL Teacher

Audience: Teachers of ELLs

PD 2

Rationale: Math teachers have to design common core standards based lessons that develop ELLs' ability to understand word problems.

Date: September 29 – from 2:50 pm to 4:00 pm

Provider: Hayden Hyacinthe, ESL Teacher

Audience: Math teachers

PD 3

Rationale: To address students' diverse learning needs, targeting ELLs, special needs, and struggling students.

Date: December 8 and 22, 2014 - from 2:40 to 3:50 pm

Audience: ESL teacher

Topic: Explicit Instruction

Provider: CFN 611

PD 4

Rationale: To develop students' engagement in academic discussions.

Date: December 19, 2014 - from 12:00 to 3:00 pm

Audience: ESL teacher

Topic: Engaging ELLs in Learning

Provider: CFN 611

### Part C: Professional Development

PD 5

Rationale: To support ELLs' academic language development.

Date: January 5, 2014 - from 2:40 to 3:50 pm

Audience: ESL teacher

Topic: Literacy across the curriculum

Provider: School Literacy Coach

PD 6

PD Rationale: To enhance the ESL teacher's ability to in creating mathematics language objectives to help ELLs achieve academic language fluency.

Date: March 16, 2015 - from 9:00 am to 3:00 pm

Audience: ESL teacher

Topic: Writing language objectives for ELLs in the Mathematics classroom

Provider: DELLSS

### 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: To properly inform the parents of our ELL population of the various services that 19k615 offers, aside from the mandated activities, 19k615 offers a Meet and Greet at the beginning of the academic year where ELL parents are invited to not only meet their student's ESL teacher but the rest of the school staff who are here to support them. Aside from this session, during PTA meetings specific workshops are organized by the ESL teacher and the parent coordinator around issues specific to our ELL population such as immigration referrals and workshops around college funding for undocumented students (through the college office and college advisor). Our Parental engagement activities are tailored to the needs of all of students and take into consideration their needs based on the interests of specific minority groups, as well as the needs of the student population as a whole. The parental engagement activities are diverse and change as the parents express their different concerns and we attempt to meet their needs as they become more transparent over the year. Parents are notified of different parent specific events at 19k615 through notices given to the students and sent in

#### Part D: Parental Engagement Activities

the mail, in the home languages of the parents as well as English. Topic 1: ESL and the how we can meet the needs of the ELL population at Transit Tech

Topic 1: Title III information session for parents of ELLs

Rationale: Parents will be informed about the goals, structure and purpose of the Title III program for their ELLs. Invitations are sent out in native language of ELL population and a working agenda for the spring meeting will be developed.

Date:

Time: 12:00pm-3:00pm

Name of Provider: ESL teacher

Audience: Parents of ELLs

Topic 2: NYSESLAT information session for parents of ELLs

Rationale: Parents will develop understanding of the different components and demands of the NYSESLAT. They will be informed of the progress their children are making towards meeting their different proficiency levels in the 4 domains of the exam

Date:

Time: 12:00pm-3:00pm

Name of Provider: ESL teacher

Audience: Parents of ELLs

Topic 3: Understanding the graduation requirements for a NYS HS student and how our ELLs can meet them

Rationale: Parents of ELLs come from another country with different requirements for earning what equals to a HS diploma. The parents of ELLs must be made aware of what's required of their children and how the certified ESL teacher and the rest of the school will support their children's learning and eventual graduation.

Date:

Time: 12:00pm-3:00pm

Name of Provider: ESL teacher

Audience: Parents of ELLs

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

Allocation Amount: \$11200

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