

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

19K615

School Name:

TRANSIT TECH CAREER AND TECHNICAL EDUCATION HIGH SCHOOL

Principal:

MARLON BYNUM

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Transit Tech CTE High School School Number (DBN): 19K615
Grades Served: 9-12
School Address: One Wells Street Brooklyn NY 11208
Phone Number: (718) 647-5204 Fax: (718) 647-4458
School Contact Person: Marlon Bynum Email Address: Mbynum@schools.nyc.gov
Principal: Marlon Bynum
UFT Chapter Leader: Tamara Chance
Parents' Association President: Ms. Winslow
SLT Chairperson: Sam Ahmed
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): Clement Lewis
Safiya Jarret Henry

District Information

District: 19 Superintendent: Donald Conyers
Brooklyn and Queens High Schools
6565 Flatlands Avenue, Room 104C
Superintendent's Office Address: Brooklyn, NY 11236
Superintendent's Email Address: Dconyer@schools.nyc.gov
Phone Number: 718-968-4100 Ext. 1044 Fax: 718-241-9223

Borough Field Support Center (BFSC)

BFSC: Brooklyn North BFSC Director: Bernadette Fitzgerald
131 Livingston St., Room 501
Director's Office Address: Brooklyn, NY 11201
Director's Email Address: Bfitzge2@schools.nyc.gov
Phone Number: 718-225-5119 Fax: 718-935-4314

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Marlon Bynum	*Principal or Designee	
Tamara Chance	*UFT Chapter Leader or Designee	
Marlene Winslow	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Clement Lewis	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Safiya Jarrett Henry	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Transit Tech has evolved into one of the best public high schools in New York City. This accomplishment has been formally recognized by the New York State Education Department and informally recognized by the thousands of enthusiastic parents and students who have selected Transit Tech as their school of choice from among the hundreds of public and private high schools in the city. The school has also been acknowledged as a school that has "overcome obstacles" to achieve great success as one of the last standing single campus CTE schools. The vision that guides Transit Tech strikes a balance between educational and social development, technical and academic knowledge, short-term employment opportunities and access to long-term college and career opportunities. Transit Tech's success is based on an educational vision focused on Career and Technical Education, middle school articulation, attendance outreach, standards based instruction, guidance and support services, safety, professional development, and collaborative partnerships. This vision is transformed into a school mission that focuses on individual growth, enabling students to develop the academic background required for college, as well as the career and technical skills necessary to secure meaningful employment. The instructional program at Transit Tech bases itself on the New York City performance standards and New York State Department of Education core standards. Seven fully equipped state-of-the-art computer labs are in operation for hundreds of students each period. Students receive intensive instruction in one of the following areas of specialization, which they select as a major:

Computer Engineering involves learning about computer applications and operating systems. Students develop and apply software to solve problems concerning art, business communications, database, graphics mathematics, wired and wireless networks, physics, programming, and desktop publishing. Students receive different levels of hardware and software troubleshooting skills. Students use up-to-date industry standard equipment and tools while participating in labs and assignments. Students also have an opportunity to participate in Transit's IT Helpdesk team, which allows students to troubleshoot and fix computer-related problems around the school building. Senior internships afford students out-of-school work experiences in organizations such as MTA New York City Transit.

Computer Networking provides in-depth education about wired and wireless networks. Students work with many types of networks, including fiber-optic and coaxial technology; Category 1 through 6 cables; routers; switches; hubs; servers, and nodes. Students' training includes troubleshooting, repairing, and dismantling residential and industrial networks.

Transit Electronics Technology develops knowledge of computer circuitry; micro-technology; analog and digital electronics, basic electronics, and circuit boards. Students learn about basic electricity, voltage and current.

Transit Industrial Electrician focuses on the science of "troubleshooting." The program prepares students to install and repair industrial, commercial, and residential circuitry, and includes training in programmable logic controls.

Transit Technician Technology offers an education encompassing electrical and mechanical systems related to transportation, and industrial and commercial wiring systems. Hydraulics, pneumatics, and small engine repair are integral components of the sequence.

In addition, we are in partnership with MTA, DIIT, Scholars At Work, Amtrak and the SVA program. Our focus is to prepare our students for College and Career Readiness by offering our students internships, career exploration workshops and various job shadowing programs. Another new initiative that Transit is proud to move forward with starting this school year is our new STEM based programs. One of our new STEM based program is Project Lead The Way's Introduction to Engineering and Design (IED). We offer PLTW's IED to all freshmen in order to build a strong platform and prepare them for our CTE programs. This exploratory course exposes students to various engineering

majors. Our focus areas are the disciplines of Math and Science; currently our overall Math and Science Regent scores are below City-wide performance levels. We initiated an improvement plan that mainly focus on student engagement and interest in addition to planning support courses for struggling students.

19K615 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	1095	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	42	# SETSS	11	# Integrated Collaborative Teaching	22
Types and Number of Special Classes (2014-15)					
# Visual Arts	18	# Music	10	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	27
School Composition (2013-14)					
% Title I Population	68.5%	% Attendance Rate			87.0%
% Free Lunch	69.9%	% Reduced Lunch			4.2%
% Limited English Proficient	4.3%	% Students with Disabilities			21.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American			65.9%
% Hispanic or Latino	25.6%	% Asian or Native Hawaiian/Pacific Islander			6.2%
% White	1.2%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.14	# of Assistant Principals (2014-15)			7
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			6
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			3.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			9.48
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	67.9%	Mathematics Performance at levels 3 & 4			47.9%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	46.7%	% of 2nd year students who earned 10+ credits			60.9%
% of 3rd year students who earned 10+ credits	66.2%	4 Year Graduation Rate			64.3%
6 Year Graduation Rate	81.0%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

- Passing rate on the Integrated Algebra Regents is 37%
- Passing rate on the Global History Regents is 37%
- Passing rate on the Living Environment Regents is 50%
- 28% of students successfully completed approved college preparatory courses and assessments
- 4-year graduation rate is 64%.
- 16% of students graduated 4-year college readiness.
- 37% of students graduated from high school and enrolled in a college or other postsecondary program within 6 months
- 80% of our teachers will be able to extract student data from our data repository and analyze and utilize the data to improve teacher practice.
- 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
- 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 2014-2015; School Quality Guide 2014-2015. Data may change once Regent scores are released.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, we will improve teacher practice by having 76% of the teachers rated Ineffective or Developing for the 2014-2015 school-year will improve their Measures of Teacher Performance rating as evidence by Advance.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Across classrooms teachers are using strategies and question prompts to ensure students are using evidence in arguments in discussing daily; teachers are incorporating DOK in their questioning.	All students	Sept-June	Principal, AP Supervision, coordinators, teachers and lead teachers
Teachers are using informational text to generate rich discussions and argumentative writing tasks. Teachers will routinely implement AAA (Annotate, Analyze and Articulate) text in their teaching practice.	All students	Sept-June	Principal, AP Supervision, coordinators, teachers and lead teachers
Teachers are using school-wide rubrics and common assessments in subject areas and are consistently eliciting evidence of student learning through cohort meetings and town-hall gathering.	All students	Sept-June	Principal, AP Supervision, coordinators, teachers and lead teachers
Teachers will have multiple opportunities to attend various Professional Development sessions designed to show-case best practices, effective way to implement restorative practice in a classroom and effectively analyze student data.	All students	Sept-June	Principal, AP Supervision, coordinators, teachers and lead teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. Citywide Inst Exp funds will be utilized to provide per session for teachers and workshop facilitators for the professional development to take place one to two times a week after school 2. Fair Student funding will be allocated as per session for teachers to train parents on Skedula after school and on Saturday. The Title III set aside for parent involvement will also be utilized for our parents needing translation services.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Data collected during Learning Walks

Data collected during informal and formal observations

Notes shared and student work examined during walkthroughs

Lesson Plans

Display and Bulletin Boards

Scholarship Report

Advance MOTP reports

January 31st, 2016

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- 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.
 - Increase afterschool activities, clubs, competition and internship offering and bolster the selection criteria in order to challenge and motivate students in order to increase academic performance.
 - Revise and implement coherent curricula in all subject area to ensure it’s accessible for a variety of learners and aligned to Common Core Learning Standards.
 - Students are aware of their overall progress and performance in each subject area and gaps are identified in advance to ensure each student is on track for graduation.
 - Promote teachers to conduct self-assessment and collaboratively review with administrators in order to share best practices and improve pedagogy and supervision.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Freshmen Cohort students earning 10 credits or more will increase to 62% as compared to the 2015 Freshmen Cohort.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Use of formative assessments and student conferencing to target instruction</p>	<p>9th Graders</p>	<p>Sept-June</p>	<p>Principal, AP Supervision, coordinators, teachers and lead teachers</p>
<p>[Offer more after school activities, competitions, clubs and internships to our students.</p>	<p>[All students</p>	<p>Sept-June</p>	<p>Principal, AP Supervision, coordinators, teachers and lead teachers</p>
<p>Assess existing curricula in all subject area and student progress report and provide professional development workshops to all staff designed around curriculum development. Schedule inter-visitiation with other schools and identify key teachers and administrators to compare and research curriculum materials.</p>	<p>All students</p>	<p>Sept-June</p>	<p>Principal, AP Supervision, coordinators, teachers and lead teachers</p>
<p>Gather academic and relevant personal information and organize a system to goal plan with each student throughout the school - year</p>	<p>All students</p>	<p>Sept-June</p>	<p>Principal, AP Supervision, coordinators, teachers and lead teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>1. Citywide Inst Exp funds will be utilized to provide per session for teachers and workshop facilitators for the professional development to take place one to two times a week after school</p> <p>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.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>

Data collected during Learning Walks

Data collected during informal and formal observations

Notes shared and student work examined during walkthroughs

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January 31st, 2016

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

- Passing rate on the Integrated Algebra Regents is 37%
- Passing rate on the Global History Regents is 37%
- Passing rate on the Living Environment Regents is 50%
- 28% of students successfully completed approved college preparatory courses and assessments
- 4-year graduation rate is 64%.
- 16% of students graduated 4-year college readiness.
- 37% of students graduated from high school and enrolled in a college or other postsecondary program within 6 months
- 80% of our teachers will be able to extract student data from our data repository and analyze and utilize the data to improve teacher practice.
- 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
- 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
- Promote teachers to conduct self-assessment and collaboratively review with administrators in order to share best practices and improve pedagogy and supervision.

Source: Quality Review Report 2014-2015; School Quality Guide 2014-2015. Data may change once Regent scores are released.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, school's overall MOTP rating will increase by .5

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Use of formative assessments and student conferencing to target instruction	All students	Sept-June	Principal, AP Supervision, coordinators, teachers and lead teachers
Use the inquiry process to guide and promote best instructional practices	All students	Sept-June	Principal, AP Supervision, coordinators, teachers and lead teachers
Share information on student progress and track student progress systematically	All students	Sept-June	Principal, AP Supervision, coordinators, teachers and lead teachers
Conduct Professional Development Surveys to gather interest and identify gaps and schedule professional development workshops based on the data.	All students	Sept-June	Principal, AP Supervision, coordinators, teachers and lead teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Citywide Inst Exp funds will be utilized to provide per session for teachers and workshop facilitators for the professional development to take place one to two times a week after school
2. Fair Student funding will be allocated as per session for teachers to train parents on Skedula after school and on Saturday. The Title III set aside for parent involvement will also be utilized for our parents needing translation services.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Student Work

Bulletin Boards

Formative Assessments

Summative Assessments

January 31st, 2016

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

- Passing rate on the Integrated Algebra Regents is 37%
- Passing rate on the Global History Regents is 37%
- Passing rate on the Living Environment Regents is 50%
- 28% of students successfully completed approved college preparatory courses and assessments
- 4-year graduation rate is 64%.
- 16% of students graduated 4-year college readiness.
- 37% of students graduated from high school and enrolled in a college or other postsecondary program within 6 months
- 80% of our teachers will be able to extract student data from our data repository and analyze and utilize the data to improve teacher practice.
- 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
- 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 2014-2015; School Quality Guide 2014-2015. Data may change once Regent scores are released.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Gather academic and relevant personal information and organize a system to goal plan with each student throughout the school - year	All students	Sept-June	Principal, AP Supervision, coordinators, teachers and lead teachers
High expectations for learning is the norm for all classrooms and intellectually challenging and rigorous performance tasks are assigned and completed	All students	Sept-June	Principal, AP Supervision, coordinators, teachers and lead teachers
Rubrics are used to inform students of assessment criteria and teachers are consistently checking for understanding and monitoring student learning	All students	Sept-June	Principal, AP Supervision, coordinators, teachers and lead teachers
NYCDOE Progress Report identified this subject area as one in significant need for improvement	All students	Sept-June	Principal, AP Supervision, coordinators, teachers and lead teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. Citywide Inst Exp funds will be utilized to provide per session for teachers and workshop facilitators for the professional development to take place one to two times a week after school 2. Fair Student funding will be allocated as per session for teachers to train parents on Skedula after school and on Saturday. The Title III set aside for parent involvement will also be utilized for our parents needing translation services.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Data collected during Learning Walks

Data collected during informal and formal observations

Notes shared and student work examined during walkthroughs

Lesson Plans

Display and Bulletin Boards

Scholarship Report

Advance MOTP reports

January 31st, 2016

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

- Passing rate on the Integrated Algebra Regents is 37%
- Passing rate on the Global History Regents is 37%
- Passing rate on the Living Environment Regents is 50%
- 28% of students successfully completed approved college preparatory courses and assessments
- 4-year graduation rate is 64%.
- 16% of students graduated 4-year college readiness.
- 37% of students graduated from high school and enrolled in a college or other postsecondary program within 6 months
- 80% of our teachers will be able to extract student data from our data repository and analyze and utilize the data to improve teacher practice.
- 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
- 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
- Parental workshop and exposure to various programs offerings, after school activities, cultural events.
- Parental engagement with service learning, college tour, career readiness.
- Multiple freshmen orientation workshops for parents and students.
- Organize staff, parents and students retreats and gathering.

Source: Quality Review Report 2014-2015; School Quality Guide 2014-2015. Data may change once Regent scores are released.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to

the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all 12th grade students with an attendance rate of 82% will possess an individualized career/college plan.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Develop peer leaders over the summer of 2014 to share best practices in the college application process.	All students	Sept-June	Principal, AP Supervision, coordinators, teachers and lead teachers
Embed the college application process in the ELA capstone 12 th grade class.	All students	Sept-June	Principal, AP Supervision, coordinators, teachers and lead teachers
Set a designated time and location for students to utilize the computer labs and process college applications and identify career opportunity.	All students	Sept-June	Principal, AP Supervision, coordinators, teachers and lead teachers
Schedule information session for parents and students in order to update all parents, students and staff about various programs, activities, workshops and services held inside and outside of our school building.	All students, parents and staff	Sept-June	Parents, Principal, AP Supervision, coordinators, teachers and lead teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Citywide Inst Exp funds will be utilized to provide per session for teachers and workshop facilitators for the professional development to take place one to two times a week after school
2. Fair Student funding will be allocated as per session for teachers to train parents on Skedula after school and on Saturday. The Title III set aside for parent involvement will also be utilized for our parents needing translation services.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p>Data collected during Learning Walks</p> <p>Data collected during informal and formal observations</p> <p>Notes shared and student work examined during walkthroughs</p> <p>Lesson Plans</p> <p>Display and Bulletin Boards</p> <p>Scholarship Report</p> <p>Advance MOTP reports</p> <p>January 31st, 2016</p>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students failing marking period, poor Regents score, teacher referral	Computer assisted programs, Regents preparation, research strategies	Small group activities, one on one and group tutoring	During the school day, before and after school
Mathematics	Students failing marking period, poor Regents score, teacher referral	Computer assisted programs, Regents preparation, research strategies	Small group activities, one on one and group tutoring	During the school day, before and after school
Science	Students failing marking period, poor Regents score, teacher referral	Computer assisted programs, Regents preparation, research strategies	Small group activities, one on one and group tutoring	During the school day, before and after school
Social Studies	Students failing marking period, poor Regents score, teacher referral	Computer assisted programs, Regents preparation, research strategies	Small group activities, one on one and group tutoring	During the school day, before and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students failing marking period, poor Regents score, teacher referral	Restorative practices, mandated counseling	Small group activities, one on one and group tutoring	During the school day, before and after school

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<p>In order to recruit, retain and support HQT's it is imperative that we first have a pool of qualified teachers who have completed highly qualified Teacher programs. In retaining teachers, Transit will provide quality Professional Development through support and shared leadership. Data shows that teacher attrition happens more in new teachers than those who have been teaching for over 5 years. At Transit, we will provide additional support for tenured teachers by ensuring that funds and resources are dedicated in aiding them in current successful pedagogical practices. This will be demonstrated by hosting Professional Development workshops, along with Teacher Support Groups led by the UFT Teacher Center. Additionally, teachers who are not HQT will be provided with resources to assist them in completing the necessary requirements to become a HQT.</p>

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)

Title I Part A (Basic)	Federal	757,171.00	X	11, 14, 16, 19, 22
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	11, 14, 16, 19, 22
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	6,505,562.00	X	11, 14, 16, 19, 22

¹Explanation/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.

²The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Transit Tech CTE High 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 the school and the families. The 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 the school community. **Transit Tech CTE High 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template

Transit Tech CTE High 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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: <u>Transit Tech HS</u>	DBN: <u>19k615</u>
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
Total # of ELLs to be served: <u>53</u>
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: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</u>

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 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

Part B: Direct Instruction Supplemental Program Information

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.

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 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

Part D: Parental Engagement Activities

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: \$1120 0

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 19	Borough Brooklyn	School Number 615
School Name Transit Tech HS		

B. Language Allocation Policy Team Composition

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

Principal Marlon Bynum	Assistant Principal Torriana Murray
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Haydn Hayacinthe/ENL	School Counselor Danise Lamier
Teacher/Subject Area Cecilia Marmolejo/ Bil. Scienc	Parent type here
Teacher/Subject Area Ramatu Kalon/ Sp. Ed. History	Parent Coordinator Janet Jones
Related-Service Provider Pamela Savage	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1047	Total number of ELLs	54	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	54	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	17
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	17	Long-Term (ELLs receiving service 7 or more years)	20

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	17		3	17		2	20		11	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
------------------------------------------------------------------	-------------------------------------------------------------

Freestanding English as a New 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										12	11	7	5	0
Chinese														0
Russian														0
Bengali										2	2	1	1	0
Urdu														0
Arabic										1				0
Haitian										4	3		1	0
French										1		1		0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1			0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										4	1		2	0
Emerging (Low Intermediate)										2	2	1	1	0
Transitioning (High Intermediate)										9	7	2		0
Expanding (Advanced)										6	7	6	4	0
Commanding (Proficient)										3	2	1		0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										2		4	2	0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	7		4	
Integrated Algebra/CC Algebra	46		8	
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____	1		1	
Chemistry				
Earth Science	5		2	
Living Environment	22		9	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	18		2	
Geography				
US History and Government	7		4	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
The NYSITELL assessment is used during initial intake to determine the English proficiency of new ELLs to our ENL 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
For the current group of ELLs in our ESL program, there are some noticeable trends that are observed; 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.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
For the current group of ELLs in our ENL program, there are some noticeable trends that are observed; 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.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home 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 free standing ESL program does not offer exams in the ELLs native languages. 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. 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.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).
[Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RTI Guide for Teachers of ELLs](#).]
N/A

6. How do you make sure that a student's new 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 target language?
b. What is the level of language proficiency in the target language for EPs?
c. How are EPs performing on State and other assessments?

N/A

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

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.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

After the initial identification of an ELL by the school intake secretary, the licensed ESL is called and he administers the Home Language Survey to the parent and has an informal interview with both 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; 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.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Incoming potential ENL students are giving a oral interview questionnaire and interviewed by the licensed ESL teacher to determine his/her eligible for ESL services. This intake also asks questions about a student's educational background that is meant to elicit information like what language is spoken at home and the years of education before either coming to 19k615 or coming into the country. Schools have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The school administers a more in-depth interview with the student, review his/her school work , and review the Individualized Education Program in order to determine NYSITELL eligibility.

The schools may use age- and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal assessments. NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of a school/district administrator, a certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages, the director of special education or individual in a comparable title (or his or her designee), the student's parent or guardian and A qualified interpreter or translator of the language or mode of communication the parent or guardian best understand

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Within 5 school days of ELL determination, 19k615 informs the parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters The ESL teacher/coordinator after the initial intake sends an entitlement letter home to the parent with a letter asking that the parent return the Parent survey and program selection forms, if they haven't already been submitted to the ESL teacher for safe keeping within each student's binder

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

During the intake process, after the parents view the orientation video and clarify their questions, they are informed about their choice of the reidentification of their child within the first 45 days from enrollment and the follow up consequences and procedures involved.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

19k615 provides parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages). Attendance records, staff members present at the orientation, and languages used other than English must be recorded using existing procedures established in the school. During the orientation, 19k615 also provide information on standards, curriculum, and assessments. The parent orientation session also provide a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language (formerly English as a second language but now referred to as ENL) programs. The orientation is in a language or mode of communication that the parent or guardian best understands.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The ESL teacher/coordinator after the initial intake sends an entitlement letter home to the parent with a letter asking that the parent return the Parent survey and program selection forms, if they haven't already been submitted to the ESL teacher for safe keeping within each student's binder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ESL coordinator tracks the parent survey and program selesction forms that are distributed to the ENLs and works with the staff, in the building who speak the ENLs home languages to stay in contact with the parents and ensure a timely processing and return of the completed forms.

9. Describe how your school ensures that placement parent notification letters are distributed.

The ESL coordinator collaborates with the programmer in the school to get insure that letters are not only distributed to the ENLs in their ESL classes, but to ensure that a copy is sent in the mail to ensure that the parents get the notices and forms in a timely manner.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL documentation is held in a file in the humanities department office, until the ENL graduates from the school as well as a copy is placed in the ENLs permanent records.

11. 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.

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. All teachers who sit on the grading committee for the NYSELAT 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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ESL teacher/coordinator during the initial intake, entitlement letters and transitional support Parent notification letters 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 ENL placement, entitlement, continued entitlement, and transitional support parent notification 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 be contacted if the number of required ELLs is reached (15 ELLs) to open another program type.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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 programs we offer at 19k615, and after having been carefully explained their options, have chosen to place their students 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 that the parents of the ELLs have chosen at our school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

Following the CR Part 154.2 implementation guidelines, at Transit Tech students are grouped by proficiency levels and then by grade. Due to the reduced number of ELLs per proficiency level students have their program customized to their individual needs and are placed in homogeneous standalone ENL classes and heterogeneous integrated ENL/ELA/Content classes. The ENL classes are ungraded but no more than two contiguous grades are placed in the same class section. EN and EM proficient ELLs of 9th and 10th grade are scheduled together, while TR, EX, and CM ELLs are scheduled in two different sections, one for 9th and 10th grade and one for 11th and 12th grade. All levels respect or exceed the mandated number of minutes of ENL instruction.
 - b. TBE program. *If applicable.*
n/a
 - c. DL program. *If applicable.*
n/a
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

For the moment Transit Tech doesn't have the necessary number of parental requests for a TBE or DL program. Within the ENL program we exceed the minimum number of mandated minutes of instruction for every proficiency level. EN proficient ELLs are programmed for 225' a week (one period a day, M-F) for a standalone ENL class, one period a week, M-F, integrated ENL/ELA class, and one ENL/Content (Global History) class, a total of 675' a week. The EM proficient students take 450' a week of instruction with two periods a day, M-F, of Integrated ENL/ELA/Content. TR, EX, and CM/P ELLs take 225' a week
3. Describe how core content is delivered in each program model. 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.

Since we don't have an official TBE program at this time, all content area classes are delivered in English only. However, many content area teachers speak the languages of our ELLs and give first language support in the classroom. In addition all our staff is being trained on an ongoing basis in ENL methodology, differentiation, and scaffolding. Students are often paired by first language and support one another in comprehending the material. Also, bilingual glossaries are available in most languages needed in our school.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Except for the Spanish LAB, administered to Hispanic students at the time of enrollment, and the Regents exams in other languages from past years, we don't have other formal evaluation of the home language for our students at this time.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Throughout the year ELLs are evaluated in all four modalities of language acquisition on many occasions. Besides the formal assessment given prior to every marking period, six times a year, which includes all modalities, students are evaluated two or three times a year with the ELL Periodic Assessment. In addition students are evaluated in each modality through ongoing formative assessments during daily class activities. Evaluation culminates annually with the analysis of the NYSESLAT results.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

Due to the relatively small number of ELLs in our school some ELL subgroups need to be served together. The main way of addressing their special needs is through differentiation. Teachers are informed of the specific needs of the students and fine tune their skill deficiencies through subject specific assessments and conferencing with the students. SIFE students need to fill their gaps due to past interrupted education. Newcomers have to adjust to a new school culture, immersion in a new language, and new social dynamics. Developing students need to move up the bar towards higher academic demands, while former ELLs need to make a smooth transition to the mainstream classes and focus on graduation requirements. Long Term ELLs come with additional issues like poor attendance and lack of interest or low self esteem. Regardless of the different nuances, all these groups share the need to accelerate their language acquisition. This goal may be achieved by creating a positive learning environment, using activities relevant to the students' interests, making use of the student resources in the classroom through

Chart

flexible grouping suitable to each activity, using multimedia materials helping different learning styles, and by crating an individual instructional plan for each student . In addition to the classroom intervention for these subgroups of ELLs , students have the opportunity to review and deepen their understanding of class material during tutoring hours and afternoon and Saturday classes offered in our school.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

Within the 6-12 months after re-identification the principal reviews the academic performance of the student. If the findings suggest that the re-identification has adversely affected the student’s performance, the principal confers with qualified personnel and the parent and may decide to provide additional academic support, or he may reverse the re-identification with the approval of a superintendent.

8. 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 accomodated 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.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 accomodated 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.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress.

Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.



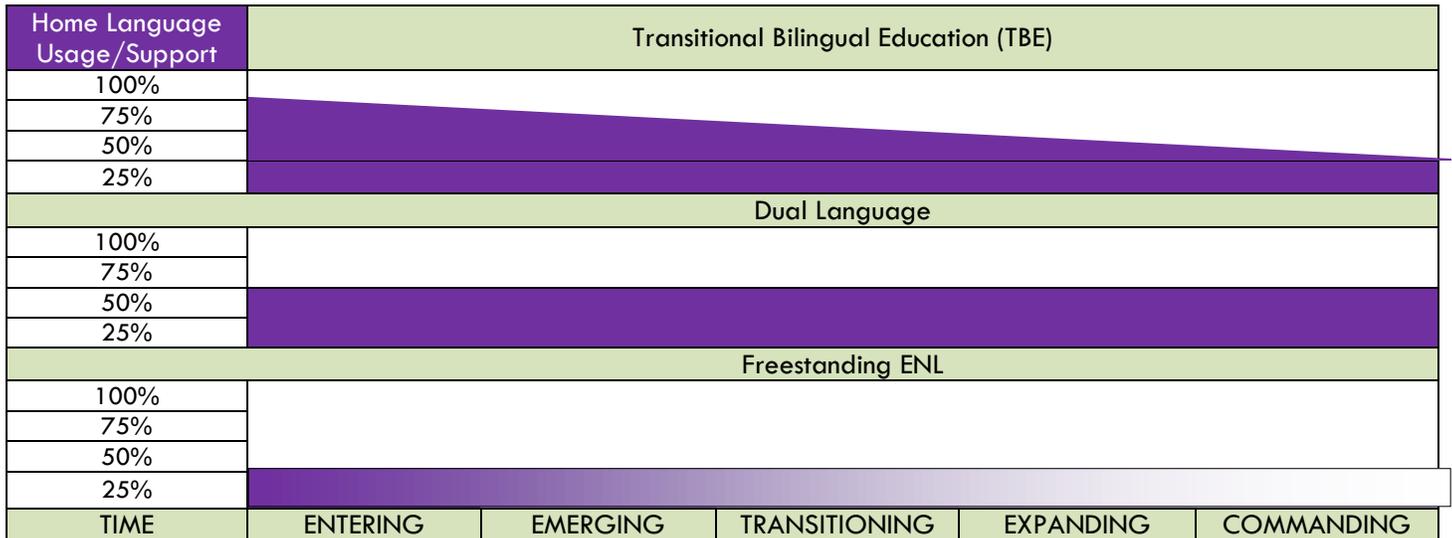
*Note: “other approved services” does not apply to New York City at this time.

Chart

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
11. 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.
12. 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.
13. What programs/services for ELLs will be discontinued and why?

n/a
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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.
17. Explain how the school ensures all required services/resources support and 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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.
19. What language electives are offered to ELLs?

The only language elective offered at our school is Spanish through the ILearn program.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 Professional Development at Transit Tech is an ongoing event scheduled twice a week, every Monday and Tuesday from 2:00 to 4:00 and organized under the supervision of the PD Coordinator for the entire staff.
 Every other Tuesday, we have pd in small groups of interest like same department, teaching teams, student cohorts, student subgroups, etc.
 Some of the PD sessions are conducted by members of the faculty and sometimes we have guest speakers or participate to webinars followed by discussion.
 Often, staff members participate to workshops offered by the DOE or DELLSS and then turn key to the other staff members.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
 Periodically the ESL teacher goes to PDs that are announced through the office of ELLs that address various topics concerning the support and instructional strategies.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 The ESL coordinator/teacher turnkeys the information from the PDs and ESL strategies with the teachers in the building to help support hem in their efforts to provide the ENLs with a content-language rich environment. The ENLs have an added benefit, in that they participate in the same school-wide protocols that are used to acclimate all incoming freshmen to the different procedures they will transitioning from JHS to HS. There are native language announcements .
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
 The professional development plan at Transit Tech keeps in consideration the CR Part 80 requirement for 15% of the pd hours offered to the staff and 50% pd hours of the bilingual and ENL teachers to be allocated to topics related to ELL instructional needs, and best practices for language acquisition. Another focus topic in the Professional Development plan is developing strategies for co-teaching and integrating language and content instruction for English language learners. Every month one PD day is dedicated to ELL related topics addressed to the whole staff. In addition, the ENL and Bilingual teachers meet twice a month on Tuesdays, for in depth professional development directed to best practices in the ENL class and co-teaching strategies.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Once a semester, the ESL coordinator organizes a meeting with the ENLs and their parents to discuss the progress that their children are making in terms of language acquisition and the support at home that will help the students stay on track and develop. This meeting serves two purposes; during this meeting the ESL coordinator, with the assistance of bilingual school staff, explains to the parents the need for ENL academic support to ensure their children's success in their respective classes and content areas and explains the exam schedule for upcoming state assessments as well as the NYSESLAT (exam dates and structure). This meeting is used to discuss the child's progress and what needs to be done to maintain good standing. 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.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

The parent coordinator works with the ESL coordinator to reach out to the ENL parents about ENL specific activities, using the bilingual school staff to translate when necessary. All letters and meeting announcements that are sent out to the parents are sent out in both English and the student's native language to facilitate comprehension and compliance. Records of ESL specific parent conferences and meetings are kept in the humanities office.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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. These same meetings, at times, overlap in terms of the issues that they address the needs of all students.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
n/a

5. How do you evaluate the needs of the parents?

The needs of parents are evaluated/assessed by the conversations that are on-going through out the year that they have with both the parent and ESL coordinators.

6. How do your parental involvement activities address the needs of the parents?

Based on what the parents express as their individual/collective needs, and taking into consideration the general issues around immigrant household, we try our best to provide workshops and information that will help the whole family, not just the ENL.

D. Additional Information

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

No additional info

School Name: Transit Tech

School DBN: 19k615

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marlon Bynum	Principal		1/1/01
	Assistant Principal		1/1/01
Janet Jones	Parent Coordinator		1/1/01
Haydn Hyacinthe	ENL/Bilingual 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
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor’s Regulations – for all schools

DBN: **School Name:**
Superintendent:

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child’s education ([Chancellor’s Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

2. List parents’ preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference

announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor’s Regulation A-663. Note: The full text of Chancellor’s Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents’ Bill of Rights
- Parents’ Guide to Language Access
- Language ID Guide at security desk and main office

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)