



**QUEENS TRANSITION CENTER**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 75Q752**  
**ADDRESS: 142-10 LINDEN BLVD., JAMAICA, NY 11436**  
**TELEPHONE: 718-322-3500**  
**FAX: 718-322-1306**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 752Q SCHOOL NAME: Queens Transition Center

SCHOOL ADDRESS: 142-10 Linden Blvd Jamaica NY 11436

SCHOOL TELEPHONE: 718-322-3500 FAX: 718-322-1306

SCHOOL CONTACT PERSON: Ilisa Sulner EMAIL ADDRESS: ISulner@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ilisa Sulner, Ed.D.

PRINCIPAL: Ilisa Sulner, Ed.D.

UFT CHAPTER LEADER: Frederico Fraguada

PARENTS' ASSOCIATION PRESIDENT: Maria Rodriguez

STUDENT REPRESENTATIVE:  
*(Required for high schools)* Michael Ramirez

**DISTRICT AND NETWORK INFORMATION**

DISTRICT: 75 CHILDREN FIRST NETWORK (CFN): \_\_\_\_\_

NETWORK LEADER: Ketler Louissaint

SUPERINTENDENT: Bonnie Brown

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

Name	Position and Constituent Group Represented	Signature
Ilisa Sulner	*Principal or Designee	
Frederico Fraguada	*UFT Chapter Chairperson or Designee	
Maria Rodriguez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Brenda Toliver	DC 37 Representative, if applicable	
Michael Ramirez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Irma Varner	CBO Representative, if applicable	
Vanessa Faulk	Member/	
Jessica Bell	Member/	
Regina Ford	Member/	
Sharon Simmonds	Member/	
Vincent Mattone	Member/	
Celestine Garrick	Member/	
Erma Bonaparte	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### SECTION III: SCHOOL PROFILE

#### **Part A. Narrative Description**

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

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In this our first year as the Queens Transition Center we have seen significant change and progress. We support attending students to ultimately gain access to, and be successful, in the world of work, and we have attuned our program to reflect a more stringent process, based upon age and academic levels. Every single student who is not working toward a standardized high school diploma is engaged in or being prepared for the world of work. Further, for those students who are over-aged and under-credited we have developed a program that is intensely personalized to support their future plans and decisions. This year demonstrated a significant rise in passing rate for RCT's and Regents which speaks well to our pedagogical supports and instructional programming.

Students between the ages of 14 and 16 learn and apply pre-vocational skills within the school. Other curricular areas such as social skills, functional reading and mathematics as well as a full range of related services and vocational assessments are provided and carefully monitored for student progress.

Students between the ages of 16 and 18 are educated through community based work experiences with job coaches, travel training and related services delivered at a school or job site with specific goals to phase out the services. We have demonstrated a significant reduction in related services during this past year as the students show more and more independence.

Students between the ages of 18 and 21 attend "virtual schools"; going directly to worksites from home. The transition planning connections with VESID and/or OMRDD, adult services agencies, parents and families continues to grow. Over these three years, students will have an opportunity for a minimum of 3-5 different work experiences and the design of a personalized digital resume and employment portfolio.

Our school mission remains constant; to insure that the students graduate from this public educational experience with the skills, intrinsic abilities to cope with, and a sufficiently developed work ethic to respond to societal expectations so that they can succeed to their greatest individual potential as functional and wage earning members of their community. It is therefore the explicit responsibility of this educational facility to provide the students with every possible opportunity to achieve to this level and reduce the gap between them and their like-aged peers. By doing so, we aspire them to become independent and functional members of their communities to the greatest extent possible. We also acknowledge the responsibility we have to support parents and families to join this effort and raise their own expectations of their children.

Our students are actively engaged in community based instruction and meaningful job training. These community based partners include: Veterans Hospital (Federal & State), Parker Institute @ Long Island Jewish Hospital, Long Island Jewish Hospital, National Guard Armory, , Margaret Tietz Nursing Home, The Boulevard A.L.P. Assisted Living, P177@295 – pre-teacher aid program, and P811Q and P255Q @ P7 Teacher Aid program. Our in house workshops include culinary arts, auto repair, bicycle repair and maintenance, carpentry, barbering and cosmetology, commercial baking and ceramics for sale.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	752Q				
<b>District:</b>		<b>DBN #:</b>	75Q752	<b>School BEDS Code:</b>	307500014752

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	● Pre-K	● K	● 1	● 2	● 3	● 4	● 5	● 6	● 7
	● 8	* 9	* 10	* 11	* 12	* Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					59.3	63	79		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					84.3	85.2	85.8		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					80.3	82.3	83.5		
Grade 8									
Grade 9	73	90	102	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	41	80	117	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	36	63	51			4	4		
Grade 12	53	120	51						
Ungraded	198		186	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					2	3	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	339	408	407						
No. in Collaborative Team Teaching (CTT)				Principal Suspensions	47	43	50		

DEMOGRAPHICS							
Classes							
Number all others				Superintendent Suspensions	8	7	1
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	16	22	22	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	23	22	22	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	71	79	78
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	16	23	23
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	93	93	90
	82	83	82				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100%	99%	100%
American Indian or Alaska Native	0.5	1.44	1.52	Percent more than two years teaching in this school	82.7%	90.9%	92
Black or African American	69.2	62.9	61.92	Percent more than five years teaching anywhere	64%	92.9%	88
Hispanic or Latino	20.0	19.9	21.06				
Asian or Native Hawaiian/Other Pacific Isl.	4.8	8.1	7.86	Percent Masters Degree or higher	81.0%	96.0%	87
White	5.5	7.21	7.36	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)		83.3%	87
Multi-racial	-	0.24	0.25				
<b>Male</b>	75.2	74.2	75.12				
<b>Female</b>	24.8	25.7	24.87				

2009-10 TITLE I STATUS		
<input checked="" type="radio"/> Title I Schoolwide Program (SWP)	<input checked="" type="radio"/> Title I Targeted Assistance	<input checked="" type="radio"/> Non-Title I

<b>Years the School Received Title I Part A Funding:</b>	<input checked="" type="radio"/> 2006-07	<input checked="" type="radio"/> 2007-08	<input checked="" type="radio"/> 2008-09	<input checked="" type="radio"/> 2009-10
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**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School: Yes <input checked="" type="radio"/> No X</b>	<b>If yes, area(s) of SURR identification:</b>	
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**Designated as a Persistently Lowest-Achieving (PLA) School: Yes  No**

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

<u><b>Differentiated Accountability Phase (Check ✓)</b></u>	<u><b>Category (Check ✓)</b></u>		
	<b>Basic</b>	<b>Focused</b>	<b>Comprehensive</b>
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>Student Groups</b>							
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	Proficient
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit		Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

#### SECTION IV: NEEDS ASSESSMENT

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

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

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

It has become very apparent that a digital divide exists for our students. Outside of technological offerings in school and in public libraries, our students do not have access to computers or the Internet.

At the Queens Transition Center, we have attempted to bridge this divide to offer our students a more equal footing in technological learning. This past year, we have:

- **Acquired updated computers with current operating systems, stronger processors and more memory for students and teachers to navigate the Internet and applications.**
- **Equipped math classes (Integrated Algebra and Geometry) with class sets of the most recent version of graphing calculators, the TI-NSpire.**
- **Acquired computers dedicated for writing IEPs.**
- **Participated in the Mouse Squad programs to offer our students a better understanding of the workings of technology.**

To continue to offer our students the teaching and learning that will offer them both the academic and practical skills that they will need in order to be competitive in the working world, we need to accomplish much more.

For our classrooms, we need presentational equipment like SmartBoards and document cameras. In order to strengthen instruction through constant formative assessments, we need to equip our classrooms with presentational equipment like SmartBoards and interactive response systems. Furthermore, with the increase in use of web-based learning and testing sites, we need to update and increase the number of laptops and laptop carts to meet this increased demand.

For the Media Arts Studio, we need to update computers and camera equipment like digital cameras and video recorders to meet the needs and demands for photography, filmmaking, and music.

For our Library Media Center, we need more updated computers and a mounted SmartBoard with projector for presentation and Professional Development workshops.

#### SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

*Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.*

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**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):**      Instructional Standards

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 50% increase in the number of professional learning communities engaging in accountable collaboration in the content areas of ELA and Math; there will be a 50% increase in the number of professional learning communities engaging in accountable collaboration and evaluation of formative and summative data and there will be a 50% increase in the number of professional learning communities utilizing ARIS to support evaluative measures and enhanced programmatic planning and implementation.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• By September 2010, common planning time will be incorporated into daily programming</li> <li>• Ongoing - cohort group meetings will occur monthly to disseminate and evaluate information</li> <li>• Protocol procedures will be used to design meetings and plan strategic analyses of student formative and summative data.</li> <li>• Selected staff will engage in professional development on the use of ARIS reporting.</li> <li>• Teacher teams will use data to set annual and interim goals for groups and sub-groups of students for whom they are responsible.</li> <li>• School leaders will communicate high expectations and best practices to cohort participants.</li> <li>• To continue to develop improved teaching and student learning, verification of school-level data will be conducted via information extracted from DataWise</li> <li>• Learning communities will disseminate their information to the entire school community on designated professional development days.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Scheduling of Inquiry Team Meetings and utilization of funded resources. Professional Development and Feedback Scheduled common planning time Cohort Meeting Minutes Review of all protocol procedures</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Cohort meeting agendas and minutes**
- Aris communities**
- Aris reports**
- Data Wise Analysis**
- Classroom observations**
- Classroom walk-throughs**
- Learning walks**
- Protocol procedure outlines and agendas**
- Leadership Newsletter (3X a year)**
- Professional Development Agendas and Handouts**
- Staff satisfaction surveys**

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Transition Center Programming

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To implement and maintain a series of programs that bring same-aged cohorts of students through vocational opportunities and experiences that will lead to post – schools employment. Therefore, by June 2011, 100% of alternate assessment students will be placed in one of three cohort groups based on their age, 100% of alternate assessment students assigned to cohort 1, aged 14-16, will demonstrate evidence of a 50% increase in social skills functional reading, and math, 100% of alternate assessment students assigned to cohort 2, aged 16-18, will participate in community based work experiences and 100% of alternate assessment students assigned to cohort 3, aged 18-21, will attend virtual school.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Sept 2010 - ATS will be updated to reflect the Alternate student grade levels based on age to create the cohorts.</li> <li>• Ongoing- administration of formative and summative assessments according to the citywide and statewide testing calendar.</li> <li>• Sept 2010 – ongoing - upon identification of cohorts, data binders will updated with current information.</li> <li>• Ongoing – Students in need of travel training will be identified and provided with services</li> <li>• Ongoing – Student transition portfolios will be created and reviewed periodically by school leaders.</li> <li>• Ongoing - teachers will be afforded professional development in the implementation of the professional teaching standards ( PTS) .</li> <li>• Ongoing - teachers will utilize the PTS continuum to self evaluate pedagogy and monitor growth to support student</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Review of key personnel – responsibilities and expectations for performance Training of key personnel in the development of portfolio documents Staffing for Travel Training</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Work site evaluation forms**
- Worksite observations**
- Transition portfolios**
- Student scores from formative and summative assessments**
- Data-binders from workstudy classes and programs**
- NYSAA**
- Read 180**
- Achieve 3000**
- SMiLE**
- ComFit**
- WAVE**
- D75 ELA and Math units of study**
- Number of work study sites**
- Reduced of related services**
- Completed travel training**
- Teacher data-binders**
- Exit-interviews**
- Student attendance rates**
- Direct arrival and dismissal from work study sites**
- Transition planning through VESID and/or OMRDD**
- Transition portfolios**
- Careerzone portfolios**

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Instructional Assessment

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase the number of students who sit for and pass standardized assessment measures and to improve the outcomes of those students who participate in alternate assessment. Therefore, By February 2011 all students will have completed one formative and one summative assessment measure that will describe in detail their level of performance; by June 2011 all students will have completed one formative and two summative assessment measures that will describe in detail their extended level of performance; by February 2011 there will be a 50% increase in the number of teachers who utilize data to inform instruction and by June 2011 there will be a 75% utilization of data in all classroom and worksite programs.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• September 2010-February 2011 – First administration of one formative and one summative assessment.</li> <li>• March 2011-June 2011– Second and third administration of one formative and two summative assessment.</li> <li>• Scheduled and on-demand ongoing professional development for teachers to learn how to utilize data to inform instruction.</li> <li>• On going use of differentiated lesson plans derived from student data.</li> <li>• On going use of individual student work portfolio based on data.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Professional Development in ARIS and other formative and summative assessment tools.</b> <b>Scheduled cohort meetings and planning sessions</b> <b>Inquiry Team input</b></p>

**Indicators of Interim Progress and/or Accomplishment**  
*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Adherence to deadline as per testing calendar.**  
**Completion of the assessment administration completion form.**  
**Completion of data binders for each student population.**  
**Completion of individual student work portfolios**

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10	0	13	13	21				
11	4	8	4	4				
12	3	9	1	10				

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><b>Read 180</b> – a computer based program that provides intensive reading intervention. Individual and small group instruction 5x weekly during the school day.</p> <p><b>Ramp Up to Literacy</b> – intervention that offers instruction in reading comprehension and the 7 habits of a proficient reader. Individual and Small group instruction *5x Weekly* during the school day.</p> <p><b>Wilson Reading System/ Wilson Online Academy</b> – a multi sensory structured reading and spelling intervention in encoding and decoding. Small group instruction *5x Weekly* during the school day.</p> <p><b>Achieve 3000</b> – computer based differentiated literacy development program. Small group instruction *2x Weekly* during the school day.</p> <p><b>WEX</b> – performance based direct instruction approach to teaching and writing. Small group instruction *5x Weekly* during the school day.</p> <p><b>Literacy Enrichment-</b> One and One small group instruction delivered *5x Weekly* during the school day on the teacher administrative prep.</p> <p><b>Independent Reading Enrichment-</b>Foster literacy development through reading and discourse of literary genres.</p> <p><b>SMiLE</b> – is a multi-sensory program that teaches speech, reading and writing *5x Weekly* during the school day.</p> <p><b>Comfit Online Learning</b> - instructional and skill-building resource that offers individualized academic support in the three content areas language arts/writing, reading and mathematics. *5x Weekly* during the school day.</p>
<b>Mathematics:</b>	<p><b>Ramp Up to Math</b> – intervention that offers instruction in core math skills. Small group instruction *5x Weekly* during the school day.</p> <p><b>24 Math</b> – computer based math intervention program. Individual and Small group instruction *2x Weekly* during the after school program.</p> <p><b>Math Enrichment-</b> One and One small group instruction delivered *5x Weekly* during the school day on the</p>

	<p>teacher administrative prep.</p> <p><b>Comfit Online Learning</b> - instructional and skill-building resource that offers individualized academic support in the three content areas language arts/writing, reading and mathematics.</p>
<b>Science:</b>	<p><b>Homework Help and Test Prep</b> – One to One and small group instruction delivered *5x Weekly* during the school day on the teacher administrative prep.</p> <p><b>Virtual Lab</b>-computer based science laboratory(froguts.com)</p>
<b>Social Studies:</b>	<p><b>Homework Help and Test Prep</b> -One and One small group instruction delivered *5x Weekly* during the school day on the teacher administrative prep.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p> <p>Ex: Anger Management</p>	<p>Students learn practical emotional skills using techniques of relaxation, cognitive restructuring and problem solving. Individual instruction delivered *5x Weekly* during the school day</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p> <p>Ex. Positive Behavior- Clubs(Baking, Barbering, Visual Arts, Garage Band, Travel Training etc)</p>	<p>Students learn practical social skills using the techniques of SMART (Striving for Motivation, Accountability, Respect and Total) Safety. Individual /Small group instruction delivered *5x Weekly* during the school day</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p> <p>Ex. Crisis Intervention Peer Mediation</p>	<p>Students develop new coping skills and learn self-regulation techniques. One to One * during the day* As needed</p>
<b>At-risk Health-related Services:</b>	

## APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

*NCLB/SED requirement for all schools*

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

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### **LAP Team:**

Ilisa Sulner, Principal; Anna Ghasabyan, ESL teacher; Gohar Atamian, Tech Coordinator; Sharon Simmonds, School Based Coach, Reina Velasquez, Guidance Counselor; Linda Albert, Speech Therapist; Rosa Estrada, Parent; Sonia Gallo, Paraprofessional.

P.752Q also known as the *Queens Transition Center (QTC)* is a high school with 415 students from grade 9 through grade 12. Students are aged 14-21 years. We serve students in staffing ratios of 6:1:1, 8:1:1, 12:1:1. Students participate in standardized and alternate assessments. Presently 50% of our school population participates in standardized assessment, and 50% in alternate assessment. The student body includes 15.90% English Language Learners and 100% special education students. The school population comprises 64.4% Black or African American, 21.5% Hispanic or Latino, 6.8% Asian or Native Hawaiian/Other Pacific Islands, 6.4% White and 0.9 American Indian or Alaska Native students.

Presently there are 66 English Language Learners (ELLs) representing 15.90% of our total school population. This total number includes 22 Entitled ELLs (8 students entitled to ESL services as per IEP, and 14 students entitled to Bilingual Instructional Services as per IEP), and 44 X-coded ELLs who will participate in the NYSESLAT 2010 to determine their language proficiency level. The 14 students entitled to Bilingual Instructional Services as per IEP have Alternate Placement Paraprofessionals and receive ESL services.

ELL breakdown by grade and language is as follows: 3 students in 9th grade (1 Spanish, 1 Urdu, 1 Chinese), 10 students in 10<sup>th</sup> grade (8 Spanish, 1 Haitian Creole, 1 Farsi), 2 students in the 11<sup>th</sup> grade (1 Spanish, 1 Urdu), 7 students in the 12<sup>th</sup> grade (3 Spanish, 2 Chinese, 1 Bengali, 1 Urdu).

Students who have received ESL services for three years according to Commissioner’s Regulation Part 154 (CR Part 154) will continue to receive ESL for three more years until they reach the language proficiency level to be moved into a monolingual classroom setting without ESL services. This school year we have requested extension of services for three students. To accommodate their needs our school will use the following strategies:

- Cooperative learning groups where students of all levels can contribute
- Modeling learning strategies that facilitate language and content instruction
- Multiple teaching and assessment methods that support individualized education
- Native language support
- Staff support and development

These students will also participate in and benefit from our school’s Title III afterschool instructional program **MMM (Making and Managing Money)**, during which the students will gain financial literacy, learn mathematics concepts in English and develop money managing and computer

skills. These students will continue to receive ESL services as per their IEP, and in accordance with their proficiency levels indicated on the NYSESLAT.

Our ELLs are serviced by a New York State Certified ESL teacher through freestanding ESL push in and pull-out programs. ELLs also participate in sheltered English language programs where they receive services provided by monolingual teachers who have been trained in ESL methodologies and strategies. The language of instruction is English with native language support. Other staff servicing the ELLs include bilingual paraprofessionals (Spanish, Bengali, Chinese, and Urdu), and one bilingual guidance counselor (Spanish).

### **Identification, Eligibility and Programs for English Language Learners**

Our school administers a Home Language Identification Survey (HLIS) to all students newly enrolled into NYC Public School System. This survey lets us know what language the child uses in his/her home. If the HLIS indicates that the student uses a language other than English (any one (1) response to questions # 1- 4 AND any two (2) responses to questions # 5 – 8 indicate a language other than English), he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Performance on this test determines the student's entitlement to English language development support services. LAB-R is scored and reviewed. If the student is identified as an ELL, parents are notified in writing (Parent Entitlement Letter) and are invited to attend a Parent Orientation session.

If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance. We also utilize ATS report, which identifies students as eligible for LAB-R testing (RLER- LAB-R).

For students who are already in the NYC Public School System, we review the ATS reports, which enable our school to identify students as eligible for LAB-R testing (RLER - LAB-R - even if they did not take the test) and eligible for the NYSESLAT (RLER – LAT).

Parents attend the orientation session, view the parent orientation video, and receive Information on the different programs available. They complete the Parent Survey and Program Selection Form, indicating their program choice. The parent orientation materials provided should be in the parents' native language to the extent possible. Student is placed in the program parent selected based on availability and parent preference, and the parent receives Placement letter.

Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, getting parents this information quickly and efficiently is critical to getting their input. Parents are informed of the three program choices: Transitional Bilingual Education, Dual Language, and Freestanding ESL. It is very important that parents understand the goals of each program and the method used in the delivery of instruction. Parental options for special education ELLs are discussed with parents during the Educational Planning Conference at the Committee on Special Education (CSE) level with full disclosure made to the parents. The CSE will conduct a multidisciplinary evaluation to determine student's individual needs, educational progress and achievement, and make appropriate decisions. Evaluation assessments are to be conducted in the child's native language and in English.

Because ELL parents often speak a language other than English, our school uses the translated materials (brochures, DVDs) provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and onsite interpretation services, as needed. We provide informational and question-and-answer sessions through group orientations at the beginning of the year, and continue informing ELL parents throughout the year in a number of ways, including one-on-one meetings, phone conversations, through informational packets. Parent coordinator works closely with ELL supervisors and ELL instructional staff to coordinate school events for ELL parents and deliver information to them in a timely manner.

Parents are notified every time their child has to participate in city and state assessment. Oral and/or written translations are provided, if necessary. The new parents are being provided with training on EPIC (ELL Parent Information Case) prepared by the New York City Department of Education Office of English Language learners. This tool kit includes information on CR Part 154, Title III resources for parents (brochures, Home Language Identification Surveys translated in 13 languages, professional development books, etc). The parents of ELLs with disabilities will participate in the decision-making process regarding the language needs of their children. The school's Parent Coordinator and the Transition Coordinator will offer parents of ELLs written materials/information in their home languages and training on different aspects of their children's education such as, home activities that support learning, community-based services and organizations that provide services (including bilingual supports) to parents and students with disabilities. Parents will have access to reliable information throughout the school year—at least as frequently as every cycle of parent-teacher conferences—on how their children are progressing on literacy and math skills as well as other subject areas. The translation services will be provided during parent –teacher conferences.

At 752Q, parents of ELLs will have a chance to participate in our city and statewide activities related to our ELLs education and future placement. They will attend the annual New York State Association for Bilingual Education (NYSABE) Parent Institute and District 75 ELL Parent Conferences. Those parents who need interpretation and/or translation services during any meetings initiated by the school staff will be provided translation/interpretation services in their native language(s) by the school's translation unit (bilingual guidance counselor and bilingual paraprofessionals). This issue is also addressed in our school's Comprehensive Educational Plan (SCEP) 2009-2010 school year. This school year we will have a series of parent workshops during which they will be provided with a chance to gain awareness of foundational knowledge of an engaged learning environment and at the same time improve the use of technology tools. These workshops will be covered under Title III supplemental program.

**Assessment:** Interim assessments, which monitor student progress on a spectrum of skills over the course of the school year, are an integral part of our Children First school initiative. In compliance with NCLB, I.D.E.A., and Part 200, students with severe disabilities are administered the New York State Alternate Assessment (NYSAA), and Brigance. The NYSAA is used to assess student progress in meeting New York State ELA, Math, Science, and Social Studies learning standards. Students also take SORT, Key Math and Edperformance. These tests provide the teachers with data, which can be tailored to classroom instruction and also individual and evolving needs of students.

Edperformance is a computer-adaptive standards-based test that lets teachers quickly pinpoint the proficiency level of students, across a range of subjects (English Language Arts, Reading, and Mathematics). This provides for more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods.

The following assessment tools are also used to determine the level of language proficiency for ELLs:

- LAB-R
- NYSESLAT
- NYSAA
- ELL Periodic Assessments (Fall and Spring)
- Checklist of Language skills for assessing ELLs
- Communication, Socialization, Emotional and Sensory/Motor skills rubric

Based on NYSESLAT 2009 test results, 1 student is at the Advanced level, 10 at the Intermediate, and 42 at the Beginning level. Thirteen students have participated partially in NYSESLAT 2009 test, and, therefore, received invalid scores.

In grade 9, students at the beginner proficiency level scored higher in speaking than in listening, writing and reading. In grade 10, more students scored at intermediate and advanced proficiency levels in speaking and listening, students at beginner proficiency level, scored higher only in speaking. In grade 11, students at beginning and intermediate proficiency levels scored higher in speaking and listening than in reading and writing. In grade 12, students at beginning proficiency level scored higher in speaking and listening than in reading and writing. In determining patterns of proficiency, the ELLs showed the greatest improvement in speaking. These patterns are similar across grade levels.

In 2008-2009 school year, 6 out of the 22 ELLs took the NYSAA in Math, Reading, Science and Social Studies content areas. Students scored on Level 3 and 4 in all subjects assessed. In comparing data of ELLs and non-ELLs, we found that there is no significant difference in their achievement.

P752Q is a specialized high school in District 75; therefore, our students require specific testing accommodations. The implementation of the accommodations requires a recommendation from the LAP team and signature of the team's chair, a parent/guardian and the principal. Questions regarding the proposed accommodations are directed to the school's Test Coordinator. The implementation of the Language Allocation Policy will be an ongoing process that will involve the school administration, ESL and content area teachers, paraprofessionals, related service providers and parents.

The ESL and other teachers involved in providing classroom instruction to our ELL population will constantly assess their progress by collecting evidence of student learning and need of mid-course changes that are systematically implemented across the program.

### **ESL Instruction:**

At P752Q, the ESL instruction uses the ELA core curriculum as the base for English as a Second Language, and English Language Arts instruction.

The instruction is aligned with ESL, NLA, and ELA NYS learning standards and performance indicators ELLs who take standardized assessments, and with learning standards and performance indicators in ESL and NLA, and with alternate grade level indicators in ELA and content areas for ELLs who take alternate assessments. Queens Transition Center provides ESL services during summer school program, and implements Title III supplemental program.

Our ESL teacher uses a wide-range of multicultural materials, interactive resources, and incorporates instructional and adaptive technology into daily language instruction. Our school has an ESL classroom equipped with EMAC computers and printers. The ESL class has a rich library where students can find age-appropriate books for all language levels and in all content area studies (ELA, Math, Social Studies, and Science). The classroom library includes a variety of books in students' native languages.

The ELLs, whose IEPs indicate either Bilingual Instructional Services or Monolingual Services with ESL receive ESL services pursuant to the CR Part 154 mandates as much as it is possible within the confines of staffing and student placement. These services are being provided through freestanding ESL push in or pull-out programs as well as sheltered English language programs where they receive services from monolingual teachers who have been trained in ESL methodologies and strategies. Our school will follow the New York State Department of Education Guidelines for ELLs: High schools: Beginners 540 minutes (3 instructional units), Intermediate 360 minutes, and Advanced 180 minutes (1 instructional unit) of ESL and 180 minutes of ELA per week.

To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and alternate grade level indicators (AGLIs) from the NYS ELA and Career Development and Occupational Studies and utilizes ESL strategies such as: the Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language. Appropriate graphic organizers and various strategies of differentiated instruction and scaffolding are being utilized during the cooperative learning activities that have been adapted for use with ELLs who have severe disabilities (Learning Disabilities, and Autism). Multisensory and multicultural ESL materials are infused to all aspects of instructions. Some materials are: PECS, manuals signs, Mayor Johnson symbols, photographs, objects, written words and others.

A number of Learning Experiences based on our school's monthly themes will be designed to integrate content areas into the ESL curriculum of all levels that reflect the background needs and strengths of ELLs with moderate and severe disabilities.

P752Q offers ELLs a progressive program that allows them to participate fully in our work study programs, offering them maximum independence that can be achieved in preparation for their entrance into the work-world after age 21. Bilingual students attend their work study programs with their alternate placement paraprofessionals who speak their native languages.

**Newcomers:** Newcomers are administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Performance on this test determines student's entitlement to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance. Newcomers receive tutoring, a buddy student, and a nurturing environment to facilitate language production. This school year we will also have Title III afterschool instructional program

**MMM (Making and Managing Money)** during which the students will gain financial literacy, learn mathematics concepts in English and develop money managing and computer skills. Currently we have no newcomers.

For newcomers we are planning to implement an intensive learning program within two weeks to help them obtain minimum basic communication skills so they can enter the alternate placement classrooms with some English language knowledge. The following intervention strategies will be implemented:

- Academic Intervention Services (AIS) will be provided to the ELLs to target instruction in listening, speaking, reading and writing.
- ELLs will be provided with related services as indicated in their IEP.
- ELLs will be paired with other students that can help them with specific reading and writing.

For newcomers, we also plan to implement an intensive learning program to help them obtain minimum basic communication skills. If the students are assigned to our school during summer school session, we organize tutoring. We nurture the environment to facilitate language production. If newcomers come during the school year, we organize one-to-one tutoring with teachers and paraprofessionals to help them move through the 1<sup>st</sup> stage of second language acquisition.

**SIFE:** Presently there are no students with interrupted formal education (SIFE) at QSCD. In order to recognize and address the presence of SIFE, we carefully review the transcripts and/or student records when available, organize structured interviews with students and family members to determine whether the student is an immigrant (born in a country other than the USA or its territories), and come from a home where a language other than English is spoken, and enters a US school after grade two having two years less schooling than their peers, functioning at least two years below expected grade level in reading and in mathematics, and being preliterate in their first language. To accommodate the needs of SIFE our school will use the following strategies:

- Cooperative learning groups where students of all levels can contribute
- Modeling learning strategies that facilitate language and content instruction
- Multiple teaching and assessment methods that support individualized education
- Native language support
- Staff support and development

Long term ELL students are supported through extended day programs, AIS, Instructional Technology, visual arts enrichment. Students no longer requiring Bilingual or ESL services according to the IEP will be supported for two years with ESL services.

Our ELL students in both standardized and alternate assessments will participate in the after- school program funded by the Title III. Students will develop real life skills, particularly money making and managing skills using Internet as the most extensive and dynamic source of information in our society, and participating in different online activities that will enrich their Mathematics and literacy skills. The program supports the curriculum and, therefore, the standards.

For the students who have proficiency in the NYSESLAT, a two-year transition plan with related services will be implemented.

**English Language Arts:** Our ESL teacher in consultation with the ELA teachers will collaborate in ELA instruction. Literacy instruction for ELLs follows the NYS ELA Learning Standards and Alternate Grade Level Indicators AGLIs for students with severe disabilities. Digital multimedia and software are used to enhance and support the development of English literacy. Opportunities to improve ELA skills are provided through activities and strategies that incorporate interdisciplinary/thematic approaches, such as using learning experiences as the vehicle for planning and implementing instruction. Students participate in small group, task-oriented situations that guide the production of language both in oral and written form. Balanced Literacy Program is supported by multicultural library books, the infusion of arts and technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. Those ELLs who are in *Comfit*, *SMiLE*, *Read 180* and *Achieve 3000* programs will follow the schedule and the requirements of the programs. These programs build reading skills and provide students with a variety of supported reading experiences that empower the students with essential skills. These skills enable students to use reading as a fundamental tool for learning, enjoying literature, and become confident readers. Those in the *Wilson* Reading program will continue working on their skills towards achieving higher levels in improving their reading and writing skills. Last school year one of the ELLs made Step 4.2 level in the Wilson Reading System and he will continue working on his progress. For those ELLs who have not yet mastered the reading strategies and skills the reading intervention program *Power Up* will be used. This program is designed to provide support to struggling readers. It is well designed to meet the needs of ESL students (controlled vocabulary, idiomatic language, footnotes with word definitions, reading workbooks, etc.).

**Content Area Instruction:** Our ESL teacher in consultation with content area teachers will collaborate in content area instruction. The content area instruction is aligned with the NYC and NYS standards in mathematics, science, social studies and technology and is provided in English. Students in Alternate Placement receive additional support in their native languages from paraprofessionals who speak the students' languages. All subjects are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of ESL training organized by the Office of English Language Learners, District 75. The ESL methodologies used include: Cognitive Academic Language Learning Approach (CALLA), TPR, Language Experience, the Natural Approach, and multisensory approaches are used in conjunction with augmentative communication devices and Mayer Johnson symbols (for autistic students).

Content area instruction will be taught through the use of visuals and/or real objects to support students' understanding of the main academic content. The use of digital resources will also be incorporated into content area instruction to increase ELLs English language proficiency.

In Social Studies content area students will have an access to computers and technology to create power point presentations for the exit projects. They will be able to use the teacher's port portal account to visit web sites enabling them to work with primary source documents, participate in political on-line debates and elections. Using the Smart board as a tool the ESL students will create electronic notebooks demonstrating their ability to share written information. Particular focus will be given to preparing students for competitive, supported, and sheltered employment. This will be addressed through the NYS career development and Occupational Studies (CDOS) learning standards. The development of job, functional and literacy skills will be infused throughout all aspects of instruction.

**High quality teachers of ELLs:** The successful implementation of Language Allocation Policy will also depend on staff development, teacher qualification and knowledge of the needs of English language learners. Our school’s professional development plan will include topics pertaining to the education of ELLs; such as

- the impact of culture on learning and cognitive styles
- how to differentiate instruction to align with students’ prior knowledge, learning and language needs
- standardized and alternate assessment methods for ELLs; testing accommodations for ELLs
- computer assistive language learning
- adaptation of materials for ELLs with moderate and severe disabilities
- current scientifically-based research in the fields of Bilingual and ESL education, effective practices of ELLs

Teachers and paraprofessionals at our school serving ELLs will be supported through coaching services by instructional coaches (school and district). In addition P.752Q will encourage the attendance of our staff members to district, city, and statewide conferences focusing on the education of EL

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

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

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

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

Grade Level(s) 9-12 Number of Students to be Served: 22 LEP 15 Entitled ELLs and 7 x-coded Non-LEP 0

Number of Teachers 1 Other Staff (Specify) 1 paraprofessional, 1 secretary, 1 administrator, 1 teacher (trainer)

### School Building Instructional Program/Professional Development Overview

#### Title III, Part A LEP Program

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

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P752Q also known as the Queens Transition Center is a high school with 415 students from grade 9 through grade 12. Students are aged 14-21 years. We serve students in staffing ratios of 6:1:1, 8:1:1, 12:1:1. Students participate in standardized and alternate assessments. Presently 50% of our school population participates in standardized assessment, and 50% in alternate assessment. The student body includes 15.90% English Language Learners and 100% special education students. The school population comprises 64.4% Black or African American, 21.5% Hispanic or Latino, 6.8% Asian or Native Hawaiian/Other Pacific Islands, 6.4% White and 0.9 American Indian or Alaska Native students.

QTC offers a comprehensive curriculum, providing students with diverse special needs in grades 9-12 with classroom, shop, and work study experiences. QTC serves 66 English Language Learners (ELLs), which is 15.90% of our total school population. This total number includes 22 Entitled ELLs (8 students entitled to ESL services as per IEP and 14 students entitled to Bilingual Instructional Services as per IEP), and 44 X-coded ELLs who will participate in the NYSESLAT 2010 to determine their language proficiency level. The 14 students entitled to Bilingual Instructional Services as per IEP have Alternate Placement Paraprofessionals and receive ESL services.

All 22 Entitled ELLs are in alternate assessment. ELLs who are mandated for native language instruction in Bengali, Chinese (Fu Zhou), Spanish, Polish, and Urdu receive additional native language support from the alternate placement paraprofessionals who speak their native languages. All ELLs, whose IEPs indicate either *Bilingual Instructional Services* or *Monolingual Services with ESL* receive the minimum units of ESL services pursuant to CR Part 154 mandates as much as this is possible within the confines of staffing and student placement. The ESL services are provided by a New York State Certified ESL teacher through pull-out and push-in models of instruction.

To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL standards and incorporates alternate grade level indicators from the NYS ELA and Career Development and Occupational Studies and utilizes ESL strategies. Multisensory and multicultural ESL materials are infused to all aspects of instructions. Some materials are: PECS, manuals signs, Mayor Johnson

symbols, photographs, objects, word walls and others. In addition, the Cognitive Language Learning Approach (CALLA) and Quality Teaching for English Learners (QTEL) strategies and scaffolds are integrated into the instruction. All ELLs are being tested in the NYSESLAT.

All students have different developmental disabilities such as mental retardation and emotional disturbance. ESL instruction is provided by a certified teacher through pull-out and push-in models of instruction. Language of instruction is English. Forty-three students participated in NYSESLAT 2009 and took all four modalities (listening, speaking, reading and writing) of the test; 13 students participated partially. The test results indicate that the majority of our ELLs need improvement in reading and writing skills. In addition, 14 ELLs participated in Educational Performance assessment in Language Arts, Reading and Mathematics, and 3 students participated in Mathematics only. The overall SIP: Standards Item Pool score (estimated % correct for all grade level Items) of 8 students, ranged from 1-3. The results indicate that these 8 ELLs are emergent readers, and most ELLs need extra support to achieve higher performance levels. Therefore, it is one of our main goals to provide these students with additional support.

In 2008-2009 school year, 6 out of the 22 Entitled ELLs participated in the New York State Alternate Assessment (NYSAA): all 6 scored on Level 3 and 4 in Math and Reading, 1 student scored on Level 1 in Science and only 1 student scored on Level 1 in Social Studies.

Title III supplemental instructional support will be provided to 15 ELL students and 7 x-coded students in grades 9-12 in classes with 12:1:1 ratio. Services will be provided by one ESL certified teacher. Language of instruction is English. Students, whose IEPs indicate *Bilingual Instructional Services* will receive native language support from the alternate placement paraprofessionals who speak their native languages, students, whose IEPs indicate *Monolingual Services with ESL* will be instructed in English using ESL strategies and methodologies. The native language of 90% of the students participating in the Title III program is Spanish. A Spanish-speaking alternate placement paraprofessional will work with these students to support their language needs. The remaining students speak Chinese.

Students will be divided into two groups: 11 students in each group ages 18-21. Total: 22 students. Every group will receive services once a week for 20 weeks (language instruction period), i.e. one group will meet on Tuesdays, and the other group will meet on Thursdays at the main site from 3:00 – 5:00 p.m. Our Title III program will start in December 2009 and end in May 2010.

All 22 students who participate in Title III 2009-2010 after-school program are in Alternate Assessment programs at QTC and participate in classes focusing on functional academic skills, communication, and daily living skills. Some of these students participate in work-study programs where they gain experience they need to enter the world of work upon completing high school.

Following our school's mission to insure that our students graduate with the skills, intrinsic abilities to cope with, and a sufficiently developed work ethic to respond to societal expectations so that they can succeed to their greatest individual potential as functional and wage earning members of their community, and based on the data collected from the above-mentioned tests and student portfolios, our school decided to reinforce instruction of financial literacy and Mathematics through technology and to teach our students life skills to secure a job that suits their abilities and skills, which will result in their financial independence.

Title III funds will be used to implement the after-school program **MMM (Making and Managing Money)** for 22 LEP students at our main site. Our school's after-school curriculum design team suggested the **Practical Money Skills for Life** program for the Title III 2009-2010 project. The instruction will be standards-based and will align with the NYS Standards and Alternate Grade Level Indicators in Mathematics and Technology (focus is on Number & Operation, Data Analysis & Probability), as well as ELA, and ESL.

### **Math, Technology Standards and AGLIs:**

**Standard 2:** Students will access, generate, process, and transfer information using appropriate technologies.

**Standard 3:** Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

**Standard 7:** Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

**AGLIs:** the student will:

1. translate verbal or written phrases into algebraic expressions using numbers, variables, and the symbols +, −, °—, and/or ÷ (41303)
2. translate algebraic expressions that use numbers and the symbols +, −, °—, and/or into words (41304)
3. solve two or more step verbal/written problems using one or more strategies (42305)
4. solve one-step and/or two-step equations (42303)

**Practical Money Skills for Life** is an educator-developed and educator-approved program sponsored in conjunction with the **Educators Advisory Council** and the **VISA** company. They are also partnered with the Institute for Financial Literacy, Bank of America, Wells Fargo, Council for Exceptional Children, Center for American Progress, and other organizations that promote financial literacy. **Practical Money Skills for Life** is an online program for students with disabilities on money management and service learning. Students will learn how to successfully manage their money today and as adults.

The following skills are some that have been identified as essential for independent adult living (Brolin, 1989):

### **MANAGING PERSONAL FINANCES**

- Count money and make correct change.
- Manage a savings and checking account.
- Maintain a personal budget and keep records.
- Demonstrate personal finance decision-making skills.

- Make responsible expenditures.
- Calculate and pay taxes.
- Use credit responsibly.
- Pay bills.
- Deal with renting or leasing.

Life skills are essential to job functioning, and they must be included in instruction for students with special needs. Several million individuals with learning problems are still denied the opportunity to engage in meaningful employment in the United States. Large numbers of students with disabilities, both high school graduates and dropouts, earn very low salaries (Edgar, 1988). These students do possess the potential to live and work in the community if they receive appropriate life skills instruction (Rusch & Phelps, 1987). However, without this instruction they often fail to hold their jobs. A life skills curriculum approach blends academic, daily living, personal/social, and occupational skills into integrated lessons designed to help students learn to function independently in society.

Students will also use online math interactive programs such as First in Math, Coolmath.com, [www.amathsdictionaryforkids.com](http://www.amathsdictionaryforkids.com). The First in Math game has eight distinct Skill Set groups, each of which focuses students on selected objectives. This year we will focus on addition and subtraction, multiplication and division with accuracy, speed and confidence. The First in Math online program has Know & Show module, where students practice answering problems similar to those on standardized tests. This module covers all strands of the NYS mathematics standards including geometry, statistics and probability, graphs and charts, mathematical reasoning, pre-trigonometry, and measurement. Amathsdictionaryforkids.com is an animated, interactive math dictionary with definitions of over 600 common math terms in simple language. Students will read definitions of math terms, view examples, do activities, practice, and use online calculators.

Our school's Title III 2009-2010 program will focus on the critical issue of using technology as a tool to enrich classroom practices for ELLs and prepare them for the world of work.

Educational researchers and practitioners alike assert that the potential of new technologies for learning is likely to be found not in the technologies themselves but in the way in which these technologies are used as tools for learning (Means & Olson, 1995; Owston, 1997; Valdez et al., 1999). In literacy instruction, technology has both traditional and authentic uses (see Singh & Means, 1994).

A traditional use of technology is reinforcement of skills; for example, students who need additional practice in reading might work individually on computers equipped with reading-comprehension software. An authentic use of technology is using it as a tool to accomplish a complex task; for example, students who are creating a written report might use the Internet for research, word-processing software to write and format the text, and hypermedia software to add images.

With technology, LEP students can control and self-direct their learning and get immediate feedback. They no longer depend on direct teacher instruction, which often limits the student to passive listening and watching the teacher. This project will allow our ELLs to work with technology independently and responsibly by choosing their own pace. ELLs with disabilities require repetition and opportunity to generalize skills. They also

require adaptations to access materials, such as computers and electronic libraries. They have a need to practice expressive and receptive skills and require more time than their non-disabled peers.

Research and case studies show that learning, mediated by digital technologies and supported by best practices, means academic, linguistic, and cultural success to students from diverse backgrounds. In addition to mathematics concepts, the ELLs will enrich their content vocabulary. They will interact with their teachers and peers using the newly learned vocabulary at the same time demonstrating the content knowledge.

The project **MMM** will address listening, speaking, reading, and writing skills and is aligned to the NYS ELA and ESL standards, with the focus on reading and writing at high school level. It will support and encourage LEP students' language and literacy skill development through building conceptual frameworks, using different learning approaches and strategies such as, CALLA (Cognitive Academic Language Learning Approach) and scaffolding with a focus on reading comprehension. It is essential that we address not only our students' language proficiency skills but also their disabilities.

There is a great need for modifications while working with students with mental retardation and emotional disturbances. The students with mental retardation will be provided with extended time to respond to questions, access to electronic bilingual dictionaries, verbatim repetition of scripted directions, selected vocabulary words or sections of the tasks. For students with emotional disabilities our school's **PBIS (Positive Behavior Interventions and Support)** team has created a **SMART (Striving for Motivation, Accountability, Respect and Total Safety)** program.

Our after school Title III program will focus on motivational and accountability aspects of the program. It is often frustrating for students with emotional disabilities to deal with slow internet connection at school while working with uploading/downloading the information or losing the results of their completed work due to the Internet connection problems.

The staff working with students in the Title III program will focus on the following strategies: self management, self monitoring, selective attention, delayed production, self reinforcement and others. These language learning and positive behavior support strategies can be used in individual, paired, or group settings, reinforcing language skills, facilitating success, and enabling personal interaction among students who may feel isolated because of their language differences (Bishop, 2001).

**Assessment:** Students will be accessed via selected interactive games on Practical Money Skills for Life that use the excitement and energy of soccer, car racing, puzzle making to engage students in the essential topics of personal finance and test their knowledge. The multiple-choice question game offers three distinct skill levels, game lengths, as well as single and two player games. Students' progress in Math will be accessed via "24 Game" web-based assessment tools. Students will enter the Just the Facts module, and first take a "Pre-test" to determine their fluency level in all four operations: Addition, Subtraction, Multiplication and Division. The results are saved as their "FIRST TRY" score. At a later date students will repeat the same exercise as a "Post-test" to see how much they have improved. The assessment is on-going: teacher sees progress and/or identifies problems immediately with real-time Assessment Reports.

Students' will also take paper & pencil quizzes. Classroom participation and homework will be accessed via rubrics:

- 4 = Skill is consistently evident including generalization
- 3 = Skill is frequently evident but no generalization
- 2 = Skill is evident but lacking consistency
- 1 = Skill is not evident

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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The Title III professional development plan at QSCD will offer opportunities for our staff members to receive adequate training to provide our ELL population with sufficient support to alleviate their social and academic challenges and meet the goals and objectives set by this program.

This scientifically based professional development series will enhance the ability of teachers and paraprofessionals participating in the series to understand and use QTEL curricula, assessment measures, and strategies for ELLs and to improve the instruction and assessment of ELLs. Quality Teaching for English Learners (QTEL) multi-day Professional Development Math Institute will have a positive and lasting impact on teachers’ and paraprofessionals’ performance in the classroom.

There will be six (6) Title III professional development workshops taking place on Tuesdays, and two Wednesdays from 3:00 p.m. - 5:00 p.m. starting on January 6, 2010. The professional development workshops will be provided by a dually-certified ESL/SpecialEd experienced teacher, who is also our school’s Technology Coordinator.

The professional development activities will address critical issues such as,

- 1 Instructional scaffolding: providing support structures to help ELLs transition to English while strengthening academic language in mathematics utilizing QTEL strategies (January 6, 2010, Wednesday)
- 2 Effective practices for teaching students learning English and Math content simultaneously (January 13, 2010, Wednesday)
- 3 Recognize the different types of English language learners, their academic needs, and the types of programs available for students (April 27, 2010)
- 4 Effective attitudes, knowledge, and dispositions to work successfully with high school English language learners (May 4, 2010)
- 5 Practical lesson planning and building thematic units with the use of technology (May 11, 2010)
- 6 Reflection activities (May 18, 2010)

Using scaffolding and CALLA-based instruction will optimize student learning by providing a supportive environment while facilitating student independence. The lessons will follow the 5-phase CALLA instructional sequence of Preparation, Presentation, Practice, Evaluation, and Expansion. The designed activities will promote active student participation, such as hands-on experiences, cooperative learning, and higher level questioning. Students will develop mathematical concepts through group activities with manipulatives, and solve problems by working in groups to understand the problems and find solutions. The activities will include Think-Pair-Share, Whip Around, Think Aloud, Guided Practice, Categorizing, Gallery Walk, etc. The designed classroom instruction will include accommodations and modifications, goals for instruction, and grouping students. The instruction will be modified and accommodated according to the students' IEPs and their learning styles. The use of assistive technology will enable our students with disabilities to fully participate in the project and improve their reading, writing, math and organizational skills. It will also help reduce the enormous stress that is often experienced by the ELLs with disabilities. Assistive technology is very effective in bolstering students' positive self-esteem and helping to empower them to compensate for specific disability-related limitations.

The ultimate goal of the project *MMM* is to provide our ELLs with opportunities to become independent lifelong learners, so that they can continue to learn on their own or with limited support.

### **Parent Workshops**

Our schools will offer workshops to parents by introducing them to our Title III implementation plan and how it will support their children's education and improve their language proficiency level, develop their technological and math skills, and money management life skills. Parents will learn how technology becomes a tool for learning and provides students with the skills and proficiencies necessary for the workforce of the future. ELL parents will learn how to navigate the NYCDOE web site and use Achievement Reporting and Innovation System (ARIS) for Parents to obtain necessary information about their children's education and how they can support their children achieve higher academic standards. Parents will also gain a fuller understanding of their children's IEPs, and their responsibilities as key members of the IEP team. Our workshops will empower the parents to believe in the value of education for their children and encourage them to excel in their own learning.

Prior to starting our Title III program, the DOE Title III letters will be sent out to parents informing them about our Title III program and available services in a language they can understand. The interpretation/translation services will be in place to provide the parents of ELLs with all necessary information in the languages they understand. All the necessary information, letters, handbooks, IEPs and other documents will be translated either orally (by phone or in person) or written from the New York City Department of Education web site or with the help of our translators unit. The majority of parents expected to attend our workshops is Spanish-speaker. A Spanish speaking alternate placement paraprofessional will work with the parents to meet their language needs.

There will be five (5) Title III parent workshops taking place on Thursdays from 3:00-5:00p.m. The first Title III parent orientation workshop will be held on the first day of our school's Title III program. The workshops will be provided by a dually-certified ESL/SpecialEd experienced teacher, who is also our school's Technology Coordinator, and facilitated by our ESL teacher.

1. Title III Orientation (December 22, 2009)

2. The New York City Department of Education's Achievement Reporting and Innovation System (ARIS) for Parents – part 1 (April 29, 2010)
3. The New York City Department of Education's Achievement Reporting and Innovation System (ARIS) for Parents – part 2 (May 6, 2010)
4. Understanding Your Child’s Individualized Educational Program (IEP) - (May 13, 2010)
5. Financial Literacy at Home: Money Management (May 20, 2010)

**Form TIII – A (1)(b)**

School: 752Q BEDS Code: 307500014752

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		<p>Per session for teachers and paraprofessionals who will teach students during after school instructional program, social worker who will facilitate parent Network and conduct workshops, supervisors who will oversee program, and secretary who will process purchases and payroll as follows:</p> <p><b><u>Support Staff for ALL Three Components:</u></b>            1 secretary x 5 hours x \$30.74 =  <b>\$153.70</b>            1 administrator x 2 hours x 10 days x \$52.21            = <b>\$1044.20</b></p> <p><b><u>Professional Staff for Instructional Component:</u></b></p>

	<p><b>Total:</b> <b>\$ 10,340.22</b></p>	<p>1 teacher x 2 groups x 20 days x 2 hours x \$49.89 = <b>\$3991.20</b></p> <p>1 para x 20 afterschool x 2 groups x 2 hours x \$28.98= <b>\$2318.40</b></p> <p><b><u>Professional Development</u></b></p> <p>2 teachers x 2 hours x 6 sessions x \$49.89 = <b>\$1,197.36</b></p> <p>1 para x 2 hours x 6 sessions x \$28.98 = <b>\$347.76</b></p> <p><b><u>Parent Workshops</u></b></p> <p>2 teachers x 2 hours x 5 sessions x \$49.89 = <b>\$997.80</b></p> <p>1 para x 2 hours x 5 sessions x 28.98 = <b>\$289.80</b></p> <p><b>Total personnel services:</b> <b>\$ 10,340.22</b></p>
Purchased services such as curriculum and staff development contracts		
Supplies and materials	<p><b>\$1,500</b></p> <p><b>\$400</b></p> <p><b>\$300</b></p> <p><b>440.78</b></p> <p><b>\$150</b></p>	<p><b>Instructional materials</b></p> <p>1x 1500= \$1500 Promethean Planet Interactive whiteboard</p> <p>1x 400= \$400 Printer</p> <p>1x 300= \$300 Laminator</p> <p>ESL &amp; math books, math games</p> <p>5x 30= \$150 Flash drives</p>

	<b>\$200</b> <b>\$100</b> <b>\$100</b>  <b>Total:</b> <b>\$ 3190.78</b>	4 x 50= \$200 Ink cartridges Paper, project supplies Other materials (bags, writing instruments)  <hr/> <b>Total: \$ 3190.78</b>
	<b>\$400</b>  <b>\$225</b>  <b>\$140</b> <b>\$44</b> <b>\$300</b> <b>\$200</b> <b>\$160</b>  <b>Total: \$ 1,469</b>	Snacks & Refreshments (for instructional components and parental workshops)  <u><b>Parent Workshops</b></u>  10 Metrocards for Parents x 5 sessions x \$4.50= <b>\$225</b>  <b>Workshop Materials:</b> 10 Flash drives x \$14 = \$140 Postage Folders, pens, paper, bags, blank CD/DVDs, Title III T-shirts  Flip camera  Educational web sites  <b>Total: \$ 1,469</b>
Other		
<b>GRAND TOTAL</b>	<b>\$15,000</b>	<b>\$15,000</b>

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

#### **Part A: Needs Assessment Findings**

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To ensure that English language learners parents are provided with meaningful opportunity to participate in and have access to programs and services critical to their child's education, our school's LAP team plans to create a database which will include our students names, their parent/guardian information, copies of home language surveys with an indication of whether the parents need an interpreter's support. We have parents from five language groups (Spanish, Bengali, Urdu, Polish, and Chinese). All the necessary information, letters, handbooks, IEPs and other documents will be translated either orally (by phone or in person) or written from the New York City Department of Education web site or with the help of our translators unit.

The language needs of the parents at 752Q were identified using a variety of methods and in a variety of ways during interactions and contact with parents. We consulted ATS and CAP for initial identification of home languages other-than-English spoken by parents of students at 752Q. In addition, information on parent language needs was collected from parents/guardians from the sources and methods listed below.

- Home languages of students in school indicated in CAP and ATS
- Evaluations completed by parents during parent meetings, parent conferences, and other parent activities.
- Language needs identified by parents during IEP conferences
- Language needs identified by parents on pre-registration, registration, and attendance forms
- Language needs identified by parents to Parent Coordinator during individual and group meetings
- Language needs as determined by language of written communication to teachers and other staff received from parents
- Review of translated written correspondences sent home to parents in the past

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

The aforementioned data sources and methods reveal the following:

- a. Twenty-two (22) students and/or their households speak a language other-than-English.
- a. Five (5) languages are represented by our other-than-English speaking students/families

- ◆ Spanish 14 students

- ◆ Bengali 1 students

- ◆ Chinese 3 students

- ◆ Urdu 3 students

- ◆ Polish 1 student

## **Part B: Strategies and Activities**

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

Our school's LAP team designed a plan according which the parents of ELLs will receive translator services if they require them.

The plan that aims to develop cooperative relationship with culturally and linguistically diverse parents/guardians indicates:

- a. translations will be provided in-house by our school staff; we have staff speakers of all languages necessary to help our school to provide written translations to our ELL parents if any document needs to be translated for the ELL parents the staff in need should report the LAP committee in timely manner for the work to be completed on time.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translations also will be provided by an in-house school staff according to our plan:

- a. any of our staff members who doesn't speak the parents' language he/she should obtain the assistance of an interpreter by requesting services at least three days prior their meeting.

- a. in case parents show an interest to attend any workshops/ conferences, the organizer of such event should make every effort to have that parent's language needs covered prior to sending them to that event.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

For parents with limited English proficiency, participating in a program at their children's school can provide an excellent introduction to American society and increase their awareness of other community services available to them. Knowledgeable, motivated parents are also a valuable resource to provide help in classrooms, libraries, and other school programs. To accomplish the above mentioned our school's LAP team will make every effort to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirement translation and interpretation services by reducing language barriers according to our plan: the following:

- a. Assess the needs of ELLs parents/guardians
- b. Establish an in-house interpretation unit to provide language assistance to non-English speaking parents
- c. Inform ELLs parents in writing about their rights regarding translation and interpretation services in the appropriate covered languages, and instruction on how to obtain such services
- d. Post a sign near the primary entrance of the school in our school community languages where a copy of such written notification can be obtained
- e. Request from the school leadership team to seek funds to cover the expenses related to the function of the interpretation unit
- f. Translate all necessary documents in timely manner
- g. Provide oral interpretation services during open-school evenings, parent-teacher conferences, PTA meetings, etc.
- h. Provide technology assistance to parents on the use of the NYC DOE web site and other valuable resources
- i. Conduct a survey to review the progress of our actions and also make future changes is necessary.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and

Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

### ***Explanation/Background:***

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (☑)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (☑) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (☑)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

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

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Queens Transition Center								
<b>District:</b>	75	<b>DBN:</b>	75Q75	<b>School</b>		307500014752			
<b>DEMOGRAPHICS</b>									
Grades Served:	Pre-K		3		7		11	v	
	K		4		8		12	v	
	1		5		9	v	Ungrade	v	
	2		6		10	v			
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
Pre-K	0	0	0						NR
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	0	0	0	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 3	0	0	0					79.4	75.3
Grade 4	0	0	0						
Grade 5	1	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>			2008-	2009-	2010-
Grade 7	6	0	0				80.3	0.0	NA
Grade 8	14	0	0						
Grade 9	70	78	57	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	78	61	69	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 11	40	32	57				2	11	4
Grade 12	117	20	67						
Ungraded	129	209	204	<b>Recent Immigrants - Total Number:</b>					
Total	455	400	454	<i>(As of October 31)</i>			2007-	2008-	2009-
							2	12	0
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
# in Self-Contained Classes	455	400	0	Principal Suspensions			47	43	50
# in Collaborative Team Teaching (CTT)	0	0	0	Superintendent Suspensions			8	6	1
Number all others	0	0	443						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>			2007-	2008-	2009-
				CTE Program Participants			N/A	0	0
				Early College HS Program Participants			0	0	0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>									
<i>(As of October 31)</i>	2008-	2009-	2010-						
# in Transitional Bilingual Classes	0	0	TBD	<b>Number of Staff - Includes all full-time staff:</b>					
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>			2007-	2008-	2009-
# receiving ESL services only	13	20	TBD	Number of Teachers			75	77	0
# ELLs with IEPs	41	63	TBD	Number of Administrators and Other Professionals			74	76	0
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			36	37	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
	82	71	97	% fully licensed & permanently assigned to this	100.0	100.0	0.0
				% more than 2 years teaching in this school	82.7	80.5	0.0
				% more than 5 years teaching anywhere	64.0	68.8	0.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	81.0	86.0	0.0
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	100.0	93.9	0.0
American Indian or Alaska Native	0.9	1.5	1.1				
Black or African American	64.4	62.3	62.1				
Hispanic or Latino	21.5	20.8	22.5				
Asian or Native Hawaiian/Other Pacific	6.8	8.0	7.5				
White	6.4	7.3	6.8				
<b>Male</b>	76.3	75.0	76.7				
<b>Female</b>	23.7	25.0	23.3				

**2009-10 TITLE I STATUS**

Years the School	2007-	2008-09	2009-	2010-
Title I				
Title I				
Non-				

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School</b>	If yes,						
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

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

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	
Math:		Math:	
Science:		Graduation Rate:	

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>							
<b>Ethnicity</b>							

American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific								
White								
Multiracial								
Students with Disabilities								
Limited English Proficient								
Economically Disadvantaged								
<b>Student groups</b>								

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>5</b>	District <b>75</b>	School Number <b>752</b>	School Name <b>QTC</b>
Principal <b>Ilisa Sulner</b>		Assistant Principal <b>Michael Solano</b>	
Coach <b>Sharon Simmons</b>		Coach	
Teacher/Subject Area <b>Anna Ghasabyan, ESL</b>		Guidance Counselor <b>Reina Velasquez</b>	
Teacher/Subject Area <b>Federico Fraguada, Spanish</b>		Parent <b>Gisela Perez</b>	
Teacher/Subject Area <b>David Collins, ELA</b>		Parent Coordinator <b>Joanne Taylor</b>	
Related Service Provider <b>Dan Attmore, Speech</b>		Other <b>Gohar Atamian, Tech Coordinat</b>	
Network Leader <b>Ketler Louissaint</b>		Other	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>485</b>	Total Number of ELLs	<b>75</b>	ELLs as Share of Total Student Population (%)	<b>15.46%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are

returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

All parents of new public school enrollees in New York City are required to complete a Home Language Identification Survey (HLIS). This survey helps the school system identify students who may have limited English language proficiency. In District 75, Home language Identification Surveys are administered by the Committee on Special Education. In case the Home Language Survey is not done at the CSE, the intake team of P752Q (assistant principal and site coordinators: Michael Solano, Donna Atkins, Todd Bleeker, guidance counselors: Reina Velasquez, Bruce Herman, Mark Rosendorf) will administer it. This survey informs what language the child uses in his/her home. If the HLIS indicates that the student uses a language other than English (any one (1) response to questions # 1- 4 AND any two (2) responses to questions # 5 – 8 indicate a language other than English), he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Performance on this test determines the student's entitlement to English language development support services. LAB-R is scored and reviewed. If the student is identified as an ELL, parents are notified in writing (Parent Entitlement Letter) and are invited to attend a Parent Orientation session.

In District 75 LAB-R tests are administered at CSE. In case CSE has not administered LAB-R to a newly-enrolled student, then our ESL teacher, Anna Ghasabyan, tests the student. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance. We also utilize ATS report, which identifies students as eligible for LAB-R testing (RLER- LAB-R). For students who are already in the NYC Public School System, we review the ATS reports, which enable our school to identify students as eligible for LAB-R testing (RLER - LAB-R - even if they did not take the test) and eligible for the NYSESLAT (RLER – LAT). ELLs continue to be evaluated annually with the administration of the NYSESLAT in spring to determine eligibility for continuation of ESL services, and ensure appropriate program placement.

Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment. Parents are informed of the Transitional Bilingual Education and Freestanding ESL programs available in District 75. Currently there are no Dual Language programs in District 75. It is very important that parents understand the goals of each program and the method used in the delivery of instruction. Parental options for special education ELLs are discussed with parents during the Educational Planning Conference at the Committee on Special Education (CSE) level with full disclosure made to the parents. The CSE will conduct a multidisciplinary evaluation to determine student's individual needs, educational progress and achievement, and make appropriate decisions. Evaluation assessments are to be conducted in the child's native language and in English. The final placement of an ELL follows CSE evaluation in conjunction with parents choice.

Because ELL parents often speak a language other than English, our school uses the translated materials (brochures, DVDs) provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and onsite interpretation services, as needed. We provide informational and question-and-answer sessions through group orientations at the beginning of the year, and continue informing ELL parents throughout the year in a number of ways, including one-on-one meetings, phone conversations, through informational packets. Parent coordinator works closely with ELL supervisors and ELL instructional staff to coordinate school events for ELL parents and deliver information to them in a timely manner.

Parents are notified every time their child has to participate in city and state assessment. Oral and/or written translations are provided, if necessary. The new parents are being provided with training on EPIC (ELL Parent Information Case) prepared by the New York City Department of Education Office of English Language learners. This tool kit includes information on CR Part 154, Title III resources for parents (brochures, Home Language Identification Surveys translated in 13 languages, professional development books, etc). The parents of ELLs with disabilities will participate in the decision-making process regarding the language needs of their children. The school's Parent Coordinator and the Transition Coordinator will offer parents of ELLs written materials/information in their home languages and training on different aspects of their children's education such as, home activities that support learning, community-based services and organizations that provide services (including bilingual supports) to parents and students with disabilities. Parents will have access to

reliable information throughout the school year—at least as frequently as every cycle of parent-teacher conferences—on how their children are progressing on literacy and math skills as well as other subject areas. The translation services will be provided during parent-teacher conferences.

Due to the nature of the population of students whom we serve and diversity of their individual needs and IEP mandated service requirements as well as native language backgrounds, it is not always possible to form a bilingual class. In this case a student whose IEP recommendation is Bilingual Services, he/she is provided with ESL services, plus an Alternate Placement Paraprofessional, who speaks the student’s native language and English, in accordance with CR Part 154 mandates for number of minutes (units) of instruction (i.e., High School: Beginners = 540 minutes (3 units) of ESL, Intermediate = 360 minutes (2 units) of ESL, Advanced = 180 minutes (1 unit) of ESL/180 minutes (1 unit) of ELA.

Our ELLs are serviced by a New York State Certified ESL teacher through freestanding ESL push in and pull-out programs. ELLs also participate in sheltered English language programs where they receive services provided by monolingual teachers who have participated at Jose P. workshop offered by District 75 and been trained in ESL methodologies and strategies. All teachers who completed Jose P. training have received certificates. The language of instruction is English with native language support. Other staff servicing the ELLs include bilingual paraprofessionals (Spanish, Bengali, Chinese, and Urdu), and one bilingual guidance counselor (Spanish).

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>										7	18	30	20	75
<b>Total</b>	0	0	0	0	0	0	0	0	0	7	18	30	20	75

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	75	Newcomers (ELLs receiving service 0-3 years)	25
SIFE	5	ELLs receiving service 4-6 years	28
		Special Education	75
		Long-Term (completed 6 years)	22

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	25	3	25	28	2	28	22	0	22	75
<b>Total</b>	<b>25</b>	<b>3</b>	<b>25</b>	<b>28</b>	<b>2</b>	<b>28</b>	<b>22</b>	<b>0</b>	<b>22</b>	<b>75</b>

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	14	19	13	51
Chinese											2		1	3
Russian														0
Bengali											1	1	1	3
Urdu										1	1		1	3
Arabic														0
Haitian										1		1	1	3
French														0
Korean														0
Punjabi												2		2
Polish												3		3
Albanian														0
Other												4	3	7
<b>TOTAL</b>	<b>0</b>	<b>7</b>	<b>18</b>	<b>30</b>	<b>20</b>	<b>75</b>								

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

P752Q also known as the Queens Transition Center (QTC) is a high school with 485 students from grade 9 through grade 12. Students are aged 14-21 years. We serve students in staffing ratios of 6:1:1, 8:1:1, 12:1:1. Students participate in standardized and alternate assessments. Presently 50% of our school population participates in standardized assessment, and 50% in alternate assessment. The student body includes 15.46% English Language Learners and 100% special education students. The school population comprises 64.4% Black or African American, 21.5% Hispanic or Latino, 6.8% Asian or Native Hawaiian/Other Pacific Islands, 6.4% White and 0.9 American Indian or Alaska Native students.

Presently there are 75 English Language Learners (ELLs) representing 15.46% of our total school population. This total number includes 21 Entitled ELLs (13 students entitled to ESL services as per IEP, and 8 students entitled to Bilingual Instructional Services as per IEP), and 54 X-coded ELLs who will participate in the NYSESLAT 2011 to determine their language proficiency level. The 8 students entitled to Bilingual Instructional Services as per IEP have Alternate Placement Paraprofessionals and receive ESL services.

ELL breakdown by grade and language is as follows: 8 students in 9th grade (5 Spanish, 1 Urdu, 1 Haitian, ), 18 students in 10th grade (14 Spanish, 2 Chinese, 1 Bengali, 1 Urdu), 30 students in the 11th grade (19 Spanish, 1 Bengali, 1 Haitian, 2 Punjabi, 3 Polish, 4 other), 19 students in the 12th grade (13 Spanish, 1 Chinese, 1 Bengali, 1 Urdu, 3 other).

Students who have received ESL services for three years according to Commissioner's Regulation Part 154 (CR Part 154) will continue to receive ESL for three more years until they reach the language proficiency level to be moved into a monolingual classroom setting without ESL services. This school year we have requested extension of services for three students. To accommodate their needs our school will use the following strategies:

- Cooperative learning groups where students of all levels can contribute
- Modeling learning strategies that facilitate language and content instruction
- Multiple teaching and assessment methods that support individualized education
- Native language support
- Staff support and development

These students will also participate in and benefit from our school's Title III afterschool instructional program MMM (Making and Managing Money), during which the students will gain financial literacy, learn mathematics concepts in English and develop money managing and computer skills. These students will continue to receive ESL services as per their IEP, and in accordance with their proficiency levels indicated on the NYSESLAT.

Our ELLs are serviced by a New York State Certified ESL teacher through freestanding ESL push in and pull-out programs. ELLs also participate in sheltered English language programs where they receive services provided by monolingual teachers who have been trained in

ESL methodologies and strategies. The language of instruction is English with native language support. Other staff servicing the ELLs include bilingual paraprofessionals (Spanish, Bengali, Chinese, and Urdu), and one bilingual guidance counselor (Spanish).

At P752Q, the ESL instruction uses the ELA core curriculum as the base for English as a Second Language, and English Language Arts instruction. The instruction is aligned with ESL, NLA, and ELA NYS learning standards and performance indicators ELLs who take standardized assessments, and with learning standards and performance indicators in ESL and NLA, and with alternate grade level indicators in ELA and content areas for ELLs who take alternate assessments. Queens Transition Center provides ESL services during summer school program, and implements Title III supplemental program.

Our ESL teacher uses a wide-range of multicultural materials, interactive resources, and incorporates instructional and adaptive technology into daily language instruction. Our school has an ESL classroom equipped with EMAC computers and printers. The ESL class has a rich library where students can find age-appropriate books for all language levels and in all content area studies (ELA, Math, Social Studies, and Science). The classroom library includes a variety of books in students' native languages.

The ELLs, whose IEPs indicate either Bilingual Instructional Services or Monolingual Services with ESL receive ESL services pursuant to the CR Part 154 mandates as much as it is possible within the confines of staffing and student placement. These services are being provided through freestanding ESL push in or pull-out programs as well as sheltered English language programs where they receive services from monolingual teachers who have been trained in ESL methodologies and strategies. Our school will follow the New York State Department of Education Guidelines for ELLs: High schools: Beginners 540 minutes (3 instructional units), Intermediate 360 minutes, and Advanced 180 minutes (1 instructional unit) of ESL and 180 minutes of ELA per week.

To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and alternate grade level indicators (AGLIs) from the NYS ELA and Career Development and Occupational Studies and utilizes ESL strategies such as: the Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language. Appropriate graphic organizers and various strategies of differentiated instruction and scaffolding are being utilized during the cooperative learning activities that have been adapted for use with ELLs who have severe disabilities (Learning Disabilities, and Autism). Multisensory and multicultural ESL materials are infused to all aspects of instructions. Some materials are: PECS, manuals signs, Mayor Johnson symbols, photographs, objects, written words and others.

A number of Learning Experiences based on our school's monthly themes will be designed to integrate content areas into the ESL curriculum of all levels that reflect the background needs and strengths of ELLs with moderate and severe disabilities.

P752Q offers ELLs a progressive program that allows them to participate fully in our work study programs, offering them maximum independence that can be achieved in preparation for their entrance into the work-world after age 21. Bilingual students attend their work study programs with their alternate placement paraprofessionals who speak their native languages.

Newcomers: Newcomers are administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Performance on this test determines student's entitlement to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance. Newcomers receive tutoring, a buddy student, and a nurturing environment to facilitate language production. This school year we will also have Title III afterschool instructional program MMM (Making and Managing Money) during which the students will gain financial literacy, learn mathematics concepts in English and develop money managing and computer skills. Currently we have no newcomers.

For newcomers we are planning to implement an intensive learning program within two weeks to help them obtain minimum basic communication skills so they can enter the alternate placement classrooms with some English language knowledge. The following intervention strategies will be implemented:

- Academic Intervention Services (AIS) will be provided to the ELLs to target instruction in listening, speaking, reading and writing.
- ELLs will be provided with related services as indicated in their IEP.
- ELLs will be paired with other students that can help them with specific reading and writing.

For newcomers, we also plan to implement an intensive learning program to help them obtain minimum basic communication skills. If the students are assigned to our school during summer school session, we organize tutoring. We nurture the environment to facilitate language production. If newcomers come during the school year, we organize one-to-one tutoring with teachers and paraprofessionals to help them move through the 1st stage of second language acquisition.

SIFE: Presently there are no students with interrupted formal education (SIFE) at QSCD. In order to recognize and address the presence of SIFE, we carefully review the transcripts and/or student records when available, organize structured interviews with students and family members to determine whether the student is an immigrant (born in a country other than the USA or its territories), and come from a home where a language other than English is spoken, and enters a US school after grade two having two years less schooling than their peers, functioning at least two years below expected grade level in reading and in mathematics, and being preliterate in their first language. To accommodate the needs of SIFE our school will use the following strategies:

- Cooperative learning groups where students of all levels can contribute
- Modeling learning strategies that facilitate language and content instruction
- Multiple teaching and assessment methods that support individualized education
- Native language support
- Staff support and development

For students who have received state-funded ESL/bilingual services for three years, we request extension of services. will continue to receive services that are provided through freestanding ESL push in and/or pull-out programs as well as sheltered English language programs where they receive services from monolingual teachers who have been trained in ESL methodologies and strategies until they reach the language proficiency level to be moved into a monolingual classroom setting without ESL services. To ensure that ELLs with disabilities meet the standards and pass the required state and local assessments, the ESL instruction follows the NYS ESL standards and alternate grade level indicators (AGLIs) from the NYS ELA and Career Development and Occupational Studies and utilizes ESL strategies such as the Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language. Appropriate graphic organizers and various strategies of differentiated instruction and scaffolding are being utilized during the cooperative learning activities that have been adapted for use with ELLs who have severe disabilities (learning disability, emotional disturbance, mental retardation, and autism). Multisensory and multicultural ESL materials are infused to all aspects of instruction. Students who are in ESL program for more than three years will also participate in our school’s Title III supplemental program.

Long term ELL students continue to receive services from the ESL teacher as per their IEP. They are also supported through Title III after-school program, AIS, Instructional Technology, visual arts enrichment. Students no longer requiring Bilingual or ESL services according to the IEP will be supported for two years with ESL services.

Our ELL students in both standardized and alternate assessments will participate in the after- school program funded by the Title III. Students will develop real life skills, particularly money making and managing skills using Internet as the most extensive and dynamic source of information in our society, and participating in different online activities that will enrich their Mathematics and literacy skills. The program supports the curriculum and, therefore, the standards.

For the students who have proficiency in the NYSESLAT, a two-year transition plan with related services will be implemented.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



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

Our ESL teacher in consultation with the ELA teachers will collaborate in ELA instruction. Literacy instruction for ELLs follows the NYS ELA Learning Standards and Alternate Grade Level Indicators AGLIs for students with severe disabilities. Digital multimedia and software are used to enhance and support the development of English literacy. Opportunities to improve ELA skills are provided through activities and strategies that incorporate interdisciplinary/thematic approaches, such as using learning experiences as the vehicle for planning and implementing instruction. Students participate in small group, task-oriented situations that guide the production of language both in oral and written form. Balanced Literacy Program is supported by multicultural library books, the infusion of arts and technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. Those ELLs who are in Read 180 and Achieve 3000 programs will follow the schedule and the requirements of the programs. These programs build reading skills and provide students with a variety of supported reading experiences that empower the students with essential skills. These skills enable students to use reading as a fundamental tool for learning, enjoying literature, and become confident readers. Those in Wilson program will continue working on their skills towards achieving higher levels in improving their reading and writing skills. Last school year one of the ELLs made Step 4.2 level in the Wilson Reading System and he will continue working on his progress. For those ELLs who have not yet mastered the reading strategies and skills the reading intervention program Power Up will be used. This program is designed to provide support to struggling readers. It is well designed to meet the needs of ESL students (controlled vocabulary, idiomatic language, footnotes with word definitions, reading workbooks, etc.).

#### Content Area Instruction:

Currently we do not have any discontinued programs. Our ESL teacher in consultation with content area teachers will collaborate in content area instruction. The content area instruction is aligned with the NYC and NYS standards in mathematics, science, social studies and technology and is provided in English. Students in Alternate Placement receive additional support in their native languages from paraprofessionals who speak the students' languages. All subjects are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of ESL training organized by the Office of English Language Learners, District 75. The ESL methodologies used include: Cognitive Academic Language Learning Approach (CALLA), TPR, Language Experience, the Natural Approach, and multisensory approaches are used in conjunction with augmentative communication devices and Mayer Johnson symbols (for autistic students).

Content area instruction will be taught through the use of visuals and/or real objects to support students' understanding of the main academic content. The use of digital resources will also be incorporated into content area instruction to increase ELLs English language proficiency. All services and resources are age- and grade-appropriate.

In Social Studies content area students will have an access to computers and technology to create power point presentations for the exit projects. They will be able to use the teacher's port portal account to visit web sites enabling them to work with primary source documents, participate in political on-line debates and elections. Using the Smart board as a tool the ESL students will create electronic notebooks demonstrating their ability to share written information. Particular focus will be given to preparing students for competitive, supported, and sheltered employment. This will be addressed through the NYS career development and Occupational Studies (CDOS) learning standards. The development of job, functional and literacy skills will be infused throughout all aspects of instruction.

In Math content area, students participate in "24 Math" computer based math intervention program. They receive individual and small group instruction \*2x Weekly\* during the after-school program. In Science, students get help with homework and test preparation as well as develop and increase their science knowledge working in the "Virtual Lab", a computer-based science laboratory (froguts.com). Newcomers are administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Performance on this test determines student's entitlement to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance. Newcomers receive tutoring, a buddy student, and a nurturing environment to facilitate language production. This school year we will also have Title III afterschool instructional program MMM (Making and Managing Money) during which the students will gain financial literacy, learn mathematics concepts in English and develop money managing and computer skills. Currently we have no newcomers.

For newcomers we are planning to implement an intensive learning program within two weeks to help them obtain minimum basic communication skills so they can enter the alternate placement classrooms with some English language knowledge. The following intervention strategies will be implemented:

- Academic Intervention Services (AIS) will be provided to the ELLs to target instruction in listening, speaking, reading and writing.
- ELLs will be provided with related services as indicated in their IEP.
- ELLs will be paired with other students that can help them with specific reading and writing.

For newcomers, we also plan to implement an intensive learning program to help them obtain minimum basic communication skills. If the students are assigned to our school during summer school session, we organize tutoring. We nurture the environment to facilitate language production. If newcomers come during the school year, we organize one-to-one tutoring with teachers and paraprofessionals to help them move through the 1st stage of second language acquisition.

In 2010-2011 school year we introduced two new programs SMiLE and ComFit. SMiLE is a multi-sensory program that teaches speech, reading and writing to students who have a severe language-learning disorder, including those who have no speech at all. Comfit Online Learning is an instructional and skill-building resource that offers individualized academic support in the three content areas language arts/writing, reading and mathematics.

### C. Schools with Dual Language Programs

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

N/A

### D. Professional Development and Support for School Staff

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

The successful implementation of Language Allocation Policy will also depend on staff development, teacher qualification and knowledge of the needs of English language learners. Our school's professional development plan will include topics pertaining to the education of ELLs; such as

- the impact of culture on learning and cognitive styles

- how to differentiate instruction to align with students' prior knowledge, learning and language needs
- standardized and alternate assessment methods for ELLs; testing accommodations for ELLs
- computer assistive language learning
- adaptation of materials for ELLs with moderate and severe disabilities
- current scientifically-based research in the fields of Bilingual and ESL education, effective practices of ELLs

Teachers and paraprofessionals at our school serving ELLs will be supported through coaching services by instructional coaches (school and district). In addition, P752Q will encourage the attendance of our staff members to district, city, and statewide conferences focusing on the education of ELLs. Among PD topics are: ELL Compliance Series, ELL Curriculum Series, Smartboard Tools, Aris, etc.

## E. Parental Involvement

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

Parents attend the orientation session, view the parent orientation video, and receive Information on the different programs available. They complete the Parent Survey and Program Selection Form, indicating their program choice. The parent orientation materials provided should be in the parents' native language to the extent possible. Student is placed in the program parent selected based on availability and parent preference, and the parent receives Placement letter.

Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, getting parents this information quickly and efficiently is critical to getting their input. Parents are informed of the three program choices: Transitional Bilingual Education, Dual Language, and Freestanding ESL. It is very important that parents understand the goals of each program and the method used in the delivery of instruction. Parental options for special education ELLs are discussed with parents during the Educational Planning Conference at the Committee on Special Education (CSE) level with full disclosure made to the parents. The CSE will conduct a multidisciplinary evaluation to determine student's individual needs, educational progress and achievement, and make appropriate decisions. Evaluation assessments are to be conducted in the child's native language and in English.

Because ELL parents often speak a language other than English, our school uses the translated materials (brochures, DVDs) provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and onsite interpretation services, as needed. We provide informational and question-and-answer sessions through group orientations at the beginning of the year, and continue informing ELL parents throughout the year in a number of ways, including one-on-one meetings, phone conversations, through informational packets. Parent coordinator works closely with ELL supervisors and ELL instructional staff to coordinate school events for ELL parents and deliver information to them in a timely manner.

Parents are notified every time their child has to participate in city and state assessment. Oral and/or written translations are provided, if necessary. The new parents are being provided with training on EPIC (ELL Parent Information Case) prepared by the New York City Department of Education Office of English Language learners. This tool kit includes information on CR Part 154, Title III resources for parents (brochures, Home Language Identification Surveys translated in 13 languages, professional development books, etc). The parents of ELLs with disabilities will participate in the decision-making process regarding the language needs of their children. The school's Parent Coordinator and the Transition Coordinator will offer parents of ELLs written materials/information in their home languages and training on different aspects of their children's education such as, home activities that support learning, community-based services and organizations that provide services (including bilingual supports) to parents and students with disabilities. Parents will have access to reliable information throughout the school year—at least as frequently as every cycle of parent-teacher conferences—on how their children are progressing on literacy and math skills as well as other subject areas. The translation services will be provided during parent-teacher conferences.

At 752Q, parents of ELLs will have a chance to participate in our city and statewide activities related to our ELLs education and future placement. They will attend the annual New York State Association for Bilingual Education (NYSABE) Parent Institute and District 75 ELL Parent Conferences. Those parents who need interpretation and/or translation services during any meetings initiated by the school staff will be provided translation/interpretation services in their native language(s) by the school's translation unit (bilingual guidance counselor and

bilingual paraprofessionals). This issue is also addressed in our school's Comprehensive Educational Plan (SCEP) 2010-2011 school year. This school year under Title III supplemental program we will have a series of parent workshops during which they will be provided with foundational knowledge of an engaged learning environment and at the same time improve the use of technology tools. Title III parent workshops such as "The New York City Department of Education's Achievement Reporting and Innovation System (ARIS) for Parents " (April 12, 2011), "Understanding Your Child's Individualized Educational Program (IEP) (April 28, 2011), Financial Literacy at Home: Money Management (May 3, 2011) will be provided after school.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	13	22	6	44
Intermediate(I)										3	3	5	9	20
Advanced (A)										1				1
Total	0	0	0	0	0	0	0	0	0	7	16	27	15	65

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B										1	9	6	3
	I										2	2	12	6
	A										2	4	6	6
	P										2	1	3	2
READING/WRITING	B										3	14	22	7
	I										3	2	5	10
	A										1			
	P													

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math	2		1	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1		1	
Physics				
Global History and Geography				

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
US History and Government	2		1	
Foreign Language				
Other				
Other				
NYSAA ELA	14		13	
NYSAA Mathematics	14		13	
NYSAA Social Studies	14		11	
NYSAA Science	14		10	

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

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

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

Interim assessments, which monitor student progress on a spectrum of skills over the course of the school year, are an integral part of our Children First school initiative. In compliance with NCLB, I.D.E.A., and Part 200, students with severe disabilities are administered the New York State Alternate Assessment (NYSAA), and Brigance. The NYSAA is used to assess student progress in meeting New York State ELA, Math, Science, and Social Studies learning standards. Students also take SORT, Key Math and Edperformance. These tests provide the teachers with data, which can be tailored to classroom instruction and also individual and evolving needs of students.

- NYSAA
- ELL Periodic Assessments (Fall and Spring)
- Checklist of Language skills for assessing ELLs
- Communication, Socialization, Emotional and Sensory/Motor skills rubric

In 2009-2010 school year, we had only 1 student who was administered LAB-R. Results showed the student was at beginner proficiency level. Based on NYSESLAT 2010 test results, 1 student is at the Advanced level, 18 at the Intermediate, and 46 at the Beginning level. Ten students participated partially in NYSESLAT 2010 test, and, therefore, received invalid scores.

## Part VI: LAP Assurances

In grades 11 and 12, students at beginning and intermediate proficiency level scored one and two levels higher in speaking and listening than in reading and writing. In determining patterns of proficiency, the ELLs showed the greatest improvement in speaking. These patterns are

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/14/10
	Assistant Principal		10/14/10
	Parent Coordinator		10/14/10
	ESL Teacher		10/14/10
	Parent		10/14/10
	Teacher/Subject Area		10/14/10
	Teacher/Subject Area		10/14/10
	Coach		10/14/10
	Coach		10/14/10
	Guidance Counselor		10/14/10
	Network Leader		10/14/10
	Other		10/14/10
	Other		
	Other		
	Other		