



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: **QUEENS TRANSITION CENTER**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **75Q752**

PRINCIPAL: **FRITZY SANNON-BROWN** EMAIL: **FSANNON@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **GARY HECHT**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Fritzy Sannon -Brown	*Principal	
Frederico Fraguada	*UFT Chapter Leader	
Latina Lane	*PA/PTA President	
Brenda Toliver	DC 37 – School Aide	
Evan Barmore Antoinette Modeste	Student Representatives	
	CBO Representative, if applicable	
Homwapi Insan	Member/ Parent PA Vice President	
Vanessa Faulk	Member/secretary UFT member Paraprofessional	
Sharon Simmonds	Member/ Assistant Principal, CSA member	
Erma Bonaparte	Member/ School based Coach, UFT member	
Aincet Jean-Louis	Member/ Parent	
	Member/	
	Member/	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, there will be a 75% improved delivery of targeted instructional strategies as evidenced by student engagement, measured by data from low-inference observations and measures of student learning.

Comprehensive needs assessment

This goal was identified as need because pedagogical best practices should be implemented in order to improve student learning outcomes.

Instructional strategies/activities

Recent and ongoing research conducted by Danielson Framework for Teaching instructional strategies will be used to achieve this goal. Teachers will be afforded scheduled, ongoing and on demand professional development during the implementation of the TMP. Teachers will utilize the ARIS Learn to self evaluate pedagogy and monitor growth to support student

The staff and other resources used to implement these strategies/activities include but are not limited to the following: Administrators, DOE professional development vendors, District 75 coaches; School Based Instructional Coach, Teachers, SESIS, CFN Liaison, Network Leader webinars, seminars, in-house professional development.

The steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities includes but is not limited to the following:

- Teachers will conduct self assessments on ARIS Learn to identify their individual pedagogy baseline.
- School leadership will attend all Talent Management Training sessions.
- School administrators will norm the school as per Talent Management Pilot (TMP) rubric.
- School administrators will create an observation schedule to indicate the frequent cycle of classroom visitations.
- Feedback will be given within 48 hours of every informal and formal observation.
- Teachers will be given areas of improvement and areas of enhancement during feedback as per student needs.
- Teachers will engage in protocols to look at student work and its alignment to CCLS in order to inform pedagogy.
- Teachers will participate in inter-visitations.
- Veteran teachers will be given the opportunity to stay current on new strategies and promising instructional practices in their field.

Timeline for implementation is ongoing from September-June.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

Strategies for attracting Highly Qualified Teachers (HQT)

In keeping with the mandates as defined by NCLB, QTC will recruit and hire pedagogues who hold a minimum of a master's degree. These teachers will be in possession of valid New York State Certification and or NYC Board of Examiners license. Once hired QTC will:

- provide opportunities for teacher collaboration
- offer ongoing professional development
- provide support to new teachers by pairing new teachers with experienced teachers
- provide instructional coaching assistance for lesson planning and modeling best practices
- observe teachers' lessons, and provide feedback
- encourage teachers to enhance their own pedagogical skills by providing opportunities throughout the year for new teachers to learn how to use data to drive instruction
- train teachers on how to differentiate instruction to meet the needs of all students
- ensure that the curriculum is aligned with the content common core learning standards
- assist teachers to better understand the culture of their students and school.

Service and program coordination

In keeping with the Federal, State and local services, including programs supported under NCLB, QTC understands that the explicit responsibility of this educational facility is to provide the students with every possible opportunity to achieve to at a high level and reduce the gap between themselves and their like-aged peers.

By doing so, QTC works in close collaboration with outside agencies and community partners such as :

Home Helpers, Peer Tutors, Student Government, Job Core, Job Pass, Autism Speaks, Vesid, Life Net, Resources for Children With Special Needs, Inc., AHRC of NY City, PSCH Next Steps, Jamaica Day Learning Center, OPWDD to ensure that our 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.

Budget and resources alignment

The fiscal and human resources that will be utilized to achieve the goals of QTC includes but is not limited to the following:

- Per Diem funds will be utilized as needed to cover teachers for school day training
- ARRA Fund – reimbursable grant (data Specialist/inquiry team)
- Tax Levy – 80% to payroll and 20 % to OTPS
- NYSTL – textbooks/software/hardware and library
- Title III – English Language Learners after school program
- Grants such as the Library Reach, Reso A, Laura Bush Foundation Grants for Library, VETEA
- STEM Program at the Museum of Natural History
- Verizon Tech Lab at NY Hall of Science
- Math Solutions
- Verizon Design Fellow NY Hall of Science
- Per Session funds as needed for before, after school and Saturday Trainings
- Administrators, doe professional development vendors, district 75 coaches; school based instructional coach, teachers, SESIS, CFN Liaison Network Leader webinars, seminars and in-house professional development.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012 there will be a 50% increase in parent participation as evidenced by a school parental involvement program measured by data from various school outreach such as workshops, meetings and school functions. This will strengthen the connection and support of student achievement between our school and the families.

Comprehensive needs assessment

This goal was identified as need because the data from our Learning Environment Survey indicated that parents needed to be engaged in our learning community in order to increase students learning outcomes. QTC recognizes the responsibility it has to support parents and families to collaborate in order raise their own expectations for their children learning out comings as per NY state mandates.

Instructional strategies/activities

This goal has been identified as an area of need because QTC acknowledges the fact that parents are a child's "first and most influential" teachers and often their strongest advocates.

The strategies/activities that encompass the needs of identified student subgroups include but is not limited to the following:

- Assist families in understanding child and adolescent development, and in setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.
- Communication with families about school programs and student progress through effective school-to-home and home-to-school communications.
- Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.
- Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.

The staff and other resources used to implement these strategies/activities include but are not limited to the following: Administrators, DOE professional development vendors, District 75 coaches; School Based Instructional Coach, Teachers, SESIS, CFN Liaison, Network Leader webinars seminars, parents, in-house professional development.

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities will include but is not limited to the following:

- The parent coordinator will hold monthly parent workshops.
- There will be PA meetings and establishment of PA at off-sites.
- Student intervention conferences will be held monthly.

- We will work with the D75 Office of parent engagement.
- The use of a school wide phone tree will be established to update parents on all current and future activities.
- Implementation of parent outreach logs will be used by all staff members.
- Increase parent membership on SLT to help determine the structure for planning and shared decision-making for the school community.
- Opening up the school to parent volunteers
- Establish a working relationship with community based organizations to provide services in school for parents.
- Increase opportunities for parent to visit school on weekdays and weekends including Open house and trips.
- The development of a parent calendar, handbook, and newsletter to keep all parents informed of all school activities.

Timeline for implementation is ongoing from September-June.

Strategies to increase parental involvement

QTC acknowledges the fact that parents are a child’s “first and most influential” teachers and often their strongest advocates and as such we will

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

Strategies for attracting Highly Qualified Teachers (HQT)

In keeping with the mandates as defined by NCLB, QTC will recruit and hire pedagogues who hold a minimum of a master’s degree. These teachers will be in possession of valid New York State Certification and or NYC Board of Examiners license. Once hired QTC will:

- provide opportunities for teacher collaboration
- offer ongoing professional development
- provide support to new teachers by pairing new teachers with experienced teachers
- provide instructional coaching assistance for lesson planning and modeling best practices
- observe teachers’ lessons, and provide feedback
- encourage teachers to enhance their own pedagogical skills by providing opportunities throughout the year for new teachers to learn how to use data to drive instruction
- train teachers on how to differentiate instruction to meet the needs of all students
- ensure that the curriculum is aligned with the content common core learning standards
- assist teachers to better understand the culture of their students and school.

Service and program coordination

In keeping with the Federal, State and local services, including programs supported under NCLB, QTC understands that the explicit responsibility of this educational facility is to provide the students with every possible opportunity to achieve to at a high level and reduce the gap between themselves and their like-aged peers.

By doing so, QTC works in close collaboration with outside agencies and community partners such as : Home Helpers, Peer Tutors, Student Government, Job Core, Job Pass, Autism Speaks, Vesid, Life Net, Resources for Children With Special Needs, Inc., AHRC of NY City, PSCH Next Steps, Jamaica Day Learning Center, OPWDD to ensure that our 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.

Budget and resources alignment

The fiscal and human resources that will be utilized to achieve the goals of QTC includes but is not limited to the following:

- Per Diem funds will be utilized as needed to cover teachers for school day training
- ARRA Fund – reimbursable grant (data Specialist/inquiry team)
- Tax Levy – 80% to payroll and 20 % to OTPS
- NYSTL – textbooks/software/hardware and library
- Title III – English Language Learners after school program
- Grants such as the Library Reach, Reso A, Laura Bush Foundation Grants for Library, VETEA
- STEM Program at the Museum of Natural History
- Verizon Tech Lab at NY Hall of Science
- Math Solutions
- Verizon Design Fellow NY Hall of Science
- Per Session funds as needed for before, after school and Saturday Trainings
- Administrators, doe professional development vendors, district 75 coaches; school based instructional coach, teachers, SESIS, CFN Liaison Network Leader webinars, seminars and in-house professional development.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2012 there will be a 75% increase in the number of students demonstrating the ability to write an opinion and analyze informational text across all contents areas as evidenced by data from student work products. This will be measured by a 4 point rubric.

Comprehensive needs assessment.

This goal was identified as need because of the Chancellor's Citywide Instructional expectations.

Instructional strategies/activities

The strategies/activities that encompass the needs of identified student subgroups include but is not limited to the following:

- **Thematic Instruction** Students learn better from thematic, interdisciplinary instruction -- themes are a way of understanding new concepts and provide mental organizing schemes.
- **Identifying Similarities and Differences** Learning to classify and discern differences and similarities prepares students for employing metaphor, analogy, and higher-order thinking skills.
- **Summarizing and Note Taking** Effective summarizing requires analysis that leads to deeper understanding. Students benefit from taking notes in both linguistic and visual forms.
- **Homework and Practice** Homework can increase student understanding when assignments provide the opportunities needed to practice and apply new learning.
- **Providing Feedback** Criteria for success and specific, timely feedback can help increase students understanding and improve learning.
- **Generating and Testing Hypotheses** Generating hypotheses and applying knowledge when testing requires careful orchestration of experience. Technology tools add authenticity to the learning experience.

The staff and other resources used to implement these strategies/activities include but are not limited to the following: Administrators, DOE professional development vendors, District 75 coaches; School Based Instructional Coach, Teachers, SESIS, CFN Liaison, Network Leader webinars seminars, parents and in-house professional development.

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities will include but is not limited to the following:

- Set interim goals for teachers that are aligned with the students IEP goals and CCLS.
- Create unit plans per subject area that are aligned to CLS.
- School based coach will work with the teachers to identify age appropriate, high interest core curriculum texts.
- Conduct professional development for instructional staff.

- Utilize effective multi-faceted teaching strategies that are aligned with CCLS.
- Implement Webb’s Depth of Knowledge to substantiate the rigorousness of task.
- Collaborative teacher team meetings to plan, adapt and create student tasks that reflect the instructional focus.
- Utilize the expertise of related service providers to align instructional focus
- instructional cabinet, inquiry, teacher team meetings

Timeline for implementation is ongoing from September-June.

Strategies to increase parental involvement

QTC recognizes the responsibility it has to support parents and families to collaborate in order raise their own expectations for their children learning out comings as per NY state mandates

Strategies for attracting Highly Qualified Teachers (HQT)

In keeping with the mandates as defined by NCLB, QTC will recruit and hire pedagogues who hold a minimum of a master’s degree. These teachers will be in possession of valid New York State Certification and or NYC Board of Examiners license. Once hired QTC will:

- provide opportunities for teacher collaboration
- offer ongoing professional development
- provide support to new teachers by pairing new teachers with experienced teachers
- provide instructional coaching assistance for lesson planning and modeling best practices
- observe teachers’ lessons, and provide feedback
- encourage teachers to enhance their own pedagogical skills by providing opportunities throughout the year for new teachers to learn how to use data to drive instruction
- train teachers on how to differentiate instruction to meet the needs of all students
- ensure that the curriculum is aligned with the content common core learning standards
- assist teachers to better understand the culture of their students and school.

Service and program coordination

In keeping with the Federal, State and local services, including programs supported under NCLB, QTC understands that the explicit responsibility of this educational facility is to provide the students with every possible opportunity to achieve to at a high level and reduce the gap between themselves and their like-aged peers.

By doing so, QTC works in close collaboration with outside agencies and community partners such as :

Home Helpers, Peer Tutors, Student Government, Job Core, Job Pass, Autism Speaks, Vesid, Life Net, Resources for Children With Special Needs, Inc., AHRC of NY City, PSCH Next Steps, Jamaica Day Learning Center, OPWDD to ensure that our 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.

Budget and resources alignment

The fiscal and human resources that will be utilized to achieve the goals of QTC includes but is not limited to the following:

- Per Diem funds will be utilized as needed to cover teachers for school day training
- ARRA Fund – reimbursable grant (data Specialist/inquiry team)
- Tax Levy – 80% to payroll and 20 % to OTPS
- NYSTL – textbooks/software/hardware and library
- Title III – English Language Learners after school program
- Grants such as the Library Reach, Reso A, Laura Bush Foundation Grants for Library, VETEA
- STEM Program at the Museum of Natural History
- Verizon Tech Lab at NY Hall of Science
- Math Solutions
- Verizon Design Fellow NY Hall of Science
- Per Session funds as needed for before, after school and Saturday Trainings
- Administrators, doe professional development vendors, district 75 coaches; school based instructional coach, teachers, SESIS, CFN Liaison Network Leader webinars, seminars and in-house professional development.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4.

By June 2012 there will be a 75% increase in the number of students engaged in a mathematical task that utilizes deductive reasoning and congruency to demonstrate their ability to problem solve as evidenced by data from student work products. This will be measured by a 4 point rubric.

Comprehensive needs assessment

This goal was identified as need because of the Chancellor's Citywide Instructional expectations.

Instructional strategies/activities

The strategies/activities that encompass the needs of identified student subgroups include but is not limited to the following:

- **Thematic Instruction** Students learn better from thematic, interdisciplinary instruction -- themes are a way of understanding new concepts and provide mental organizing schemes.
- **Identifying Similarities and Differences** Learning to classify and discern differences and similarities prepares students for employing higher-order thinking skills.
- **Homework and Practice** Homework can increase student understanding when assignments provide the opportunities needed to practice and apply new learning.
- **Providing Feedback** Criteria for success and specific, timely feedback can help increase students understanding and improve learning.
- **Cues, Questions, and Advance Organizers** Increase students' readiness for learning with cues and questions that connect new ideas to existing knowledge.
- **Simulations and Games** Simulation offer unique opportunities to enhance learning and allow students to test knowledge, gain experience, and practice skills.
- **Setting Objectives** Teachers communicate learning goals to students every day. Focus students on meeting those goals and greatly improve their chances of success

The staff and other resources used to implement these strategies/activities include but are not limited to the following: Administrators, DOE professional development vendors, District 75 coaches; School Based Instructional Coach, Teachers, SESIS, CFN Liaison, Network Leader webinars seminars, parents and in-house professional development.

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities will include but is not limited to the following:

- Set interim goals for teachers that are aligned with the students IEP goals and CCLS.
- Create unit plans per subject area that are aligned to CLS.
- School based coach will work with the teachers to identify age appropriate, high interest core curriculum texts.

- Conduct professional development for instructional staff.
- Utilize effective multi-faceted teaching strategies that are aligned with CCLS.
- Implement Webb’s Depth of Knowledge to substantiate the rigorousness of task.
- Collaborative teacher team meetings to plan adapt and create student tasks that reflect the instructional focus.
- Utilize the expertise of related service providers to align instructional focus.
- instructional cabinet, inquiry, teacher team meeting

Timeline for implementation is ongoing from September-June.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

In keeping with the mandates as defined by NCLB, QTC will recruit and hire pedagogues who hold a minimum of a master’s degree. These teachers will be in possession of valid New York State Certification and or NYC Board of Examiners license. Once hired QTC will:

- provide opportunities for teacher collaboration
- offer ongoing professional development
- provide support to new teachers by pairing new teachers with experienced teachers
- provide instructional coaching assistance for lesson planning and modeling best practices
- observe teachers’ lessons, and provide feedback
- encourage teachers to enhance their own pedagogical skills by providing opportunities throughout the year for new teachers to learn how to use data to drive instruction
- train teachers on how to differentiate instruction to meet the needs of all students
- ensure that the curriculum is aligned with the content common core learning standards
- assist teachers to better understand the culture of their students and school.

Service and program coordination

In keeping with the Federal, State and local services, including programs supported under NCLB, QTC understands that the explicit responsibility of this educational facility is to provide the students with every possible opportunity to achieve to at a high level and reduce the gap between themselves and their like-aged peers.

By doing so, QTC works in close collaboration with outside agencies and community partners such as :

Home Helpers, Peer Tutors, Student Government, Job Core, Job Pass, Autism Speaks, Vesid, Life Net, Resources for Children With Special Needs, Inc., AHRC of NY City, PSCH Next Steps, Jamaica Day Learning Center, OPWDD to ensure that our 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.

Budget and resources alignment

The fiscal and human resources that will be utilized to achieve the goals of QTC includes but is not limited to the following:

- Per Diem funds will be utilized as needed to cover teachers for school day training
- ARRA Fund – reimbursable grant (data Specialist/inquiry team)
- Tax Levy – 80% to payroll and 20 % to OTPS
- NYSTL – textbooks/software/hardware and library
- Title III – English Language Learners after school program
- Grants such as the Library Reach, Reso A, Laura Bush Foundation Grants for Library, VETEA
- STEM Program at the Museum of Natural History
- Verizon Tech Lab at NY Hall of Science
- Math Solutions
- Verizon Design Fellow NY Hall of Science
- Per Session funds as needed for before, after school and Saturday Trainings
- Administrators, doe professional development vendors, district 75 coaches; school based instructional coach, teachers, SESIS, CFN Liaison Network Leader webinars, seminars and in-house professional development.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA:</p>	<p>Read 180 – a computer based program that provides intensive reading intervention. Individual and small group instruction 5x weekly during the school day.</p> <p>Ramp Up to Literacy – 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>Wilson Reading System/Wilson Online Academy – sensory structured reading and spelling intervention in encoding and decoding. Small group instruction *5x Weekly* during the school day.</p> <p>Achieve 3000 – computer based differentiated literacy development program. Small group instruction *2x Weekly* during the school day.</p> <p>WEX – performance based direct instruction approach to teaching and writing. Small group instruction *5x Weekly* during the school day.</p> <p>Literacy Enrichment- One and One small group instruction delivered *5x Weekly* during the school day on the teacher administrative prep.</p> <p>Independent Reading Enrichment-Foster literacy development through reading and discourse of literary genres.</p> <p>SMiLE – is a multi-sensory program that teaches speech, reading and writing *5x Weekly* during the school day.</p> <p>Comfit Online Learning - 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>

<p>Mathematics:</p>	<p>Ramp Up to Math – intervention that offers instruction in core math skills. Small group instruction *5x Weekly* during the school day.</p> <p>24 Math – computer based math intervention program. Individual and Small group instruction *2x Weekly* during the after school program.</p> <p>Math Enrichment- One and One small group instruction delivered *5x Weekly* during the school day on the teacher administrative prep.</p> <p>Comfit Online Learning - instructional and skill-building resource that offers individualized academic support in the three content areas language arts/writing, reading and mathematics.</p>
<p>Science:</p>	<p>Homework Help and Test Prep – One to One and small group instruction delivered *5x Weekly* during the school day on the teacher administrative prep.</p> <p>Virtual Lab-computer based science laboratory(froguts.com)</p>
<p>Social Studies:</p>	<p>Homework Help and Test Prep -One and One small group instruction delivered *5x Weekly* during the school day on the teacher administrative prep.</p>
<p>At-risk Services Provided by the Guidance Counselor:</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>At-risk Services Provided by the School Psychologist:</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>At-risk Services Provided by the Social Worker:</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>
<p>At-risk Health-related Services:</p>	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Gary Hecht/Ketler Louissaint	District 75	Borough Queens	School Number 752
School Name Queens Transition Center			

B. Language Allocation Policy Team Composition [?](#)

Principal Fritzy Sanno-Brown	Assistant Principal Sharon Simmons
Coach Erma Bonaparte	Coach type here
ESL Teacher Anna Ghasabyan	Guidance Counselor Reina Velasquez
Teacher/Subject Area David Collins, ELA	Parent Gizela Perez
Teacher/Subject Area Federico Fraguada, Social Stud	Parent Coordinator Joanne Taylor
Related Service Provider Joanne Zacharia, Speech	Other Gohar Atamian, Tech.Coordinat
Network Leader Ketler Louissaint	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	471	Total Number of ELLs	80	ELLs as share of total student population (%)	16.99%
------------------------------------	------------	----------------------	-----------	---	---------------

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: Sharon Simmons, Donna Atkins, guidance counselors: Reina Velasquez, Bruce Herman, Mark Rosendorf) will administer it. This survey informs what language the child uses in his/her home. The intake team will also have a formal interview with the parents following the HLIS to further determine whether a child may require ELL services or not.

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.

The state requires that ELLs are 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, Haitian Creole 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	<input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
--	--

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes,

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In									1	11	7	20	41	80
Total	0	0	0	0	0	0	0	0	1	11	7	20	41	80

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	80	Newcomers (ELLs receiving service 0-3 years)	27	Special Education	80
SIFE	8	ELLs receiving service 4-6 years	29	Long-Term (completed 6 years)	24

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	27	3	27	29	5	29	24	0	24	80
Total	27	3	27	29	5	29	24	0	24	80

Number of ELLs in a TBE program who are in alternate placement: 12

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

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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

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
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish									1	7	6	14	21	49
Chinese										1	1	3	1	6
Russian														0
Bengali												2	3	5
Urdu										2			1	3
Arabic														0
Haitian												1	1	2
French														0
Korean										1			1	2
Punjabi													2	2
Polish													3	3
Albanian														0
Other											1		7	8
TOTAL	0	1	11	8	20	40	80							

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

P752Q also known as the Queens Transition Center (QTC) is a high school with 471 students in 6 grade, and from grade 9 through grade 12. Students are aged 13-21 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 48% of our school population participates in standardized assessment, and 52% in alternate assessment. The student body includes 17% 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

A. Programming and Scheduling Information

American Indian or Alaska Native students. Presently there are 80 English Language Learners (ELLs) representing 17% of our total school population.

ELL breakdown by grade and language is as follows: 1 student in 8th grade (1 Spanish), 11 students in 9th grade (7 Spanish, 2 Urdu, 1 Chinese, 1 Korean), 8 students in 10th grade (6 Spanish, 1 Chinese, 1 other), 20 students in the 11th grade (14 Spanish, 3 Chinese, 2 Bengali, 1 Haitian), 40 students in the 12th grade (21 Spanish, 1 Chinese, 3 Bengali, 1 Urdu, 1 Haitian, 1 Korean, 2 Punjabi, 3 Polish, 7 other).

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, Haitian Creole and Urdu), and one bilingual guidance counselor (Spanish).

Currently we do not have ELLs in 6th grade. We have one ELL in 8th grade who is served as per IEP.

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 "Learning English with iPad". The iPads will be used to support both reading and writing goals within literacy. They provide multiple ways to differentiate content and accommodate a variety of learning needs and styles of our diverse population. Our eligible ELLs 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

A. Programming and Scheduling Information

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.

All our ELLs 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:

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
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 partner.			
	Dual Language		
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/she will receive tutoring, a buddy student, and a nurturing teacher.			
	Freestanding ESL		
applications, which will address the different needs of our students and their learning styles. Currently we have 27 newcomers.			
75%			
For newcomers we implement an intensive learning program within two weeks to help them obtain minimum basic communication skills so they can enter the appropriate placement classroom.			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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.

B. Programming and Scheduling Information--Continued

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

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

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 program will follow the schedule and the requirements of the program. This program 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. 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.).

This school year we do not have any new programs and discontinued Achieve 3000 due to budget limits.

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 Jose P. certificates are kept in teachers' files. 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.

Science: Homework Help and Test Prep – One to One and small group instruction delivered *5x Weekly* during the school

B. Programming and Scheduling Information--Continued

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

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 program will follow the schedule and the requirements of the program. This program 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. 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.).

This school year we do not have any new programs and discontinued Achieve 3000 due to budget limits.

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 Jose P. certificates are kept in teachers' files. 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.

Science: Homework Help and Test Prep – One to One and small group instruction delivered *5x Weekly* during the school day on the teacher administrative prep. Virtual computer-lab - based science laboratory(froguts.com)

Courses Taught in Languages Other than English

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)?

Presently there are no Dual Language Programs in District 75.

Math:				
-------	--	--	--	--

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 (October 2011)
- how to differentiate instruction to align with students' prior knowledge, learning and language needs (September 2011)
- standardized and alternate assessment methods for ELLs; testing accommodations for ELLs (November 2011)
- computer assistive language learning (January 2011)
- adaptation of materials for ELLs with moderate and severe disabilities (September 2011)
- current scientifically-based research in the fields of Bilingual and ESL education, effective practices of ELLs (November 2011)

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.

Our special education teachers have participated in Jose P. workshop offered by District 75 and are trained in ESL methodologies and strategies. All teachers who have completed Jose P. training have received certificates.

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.

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.

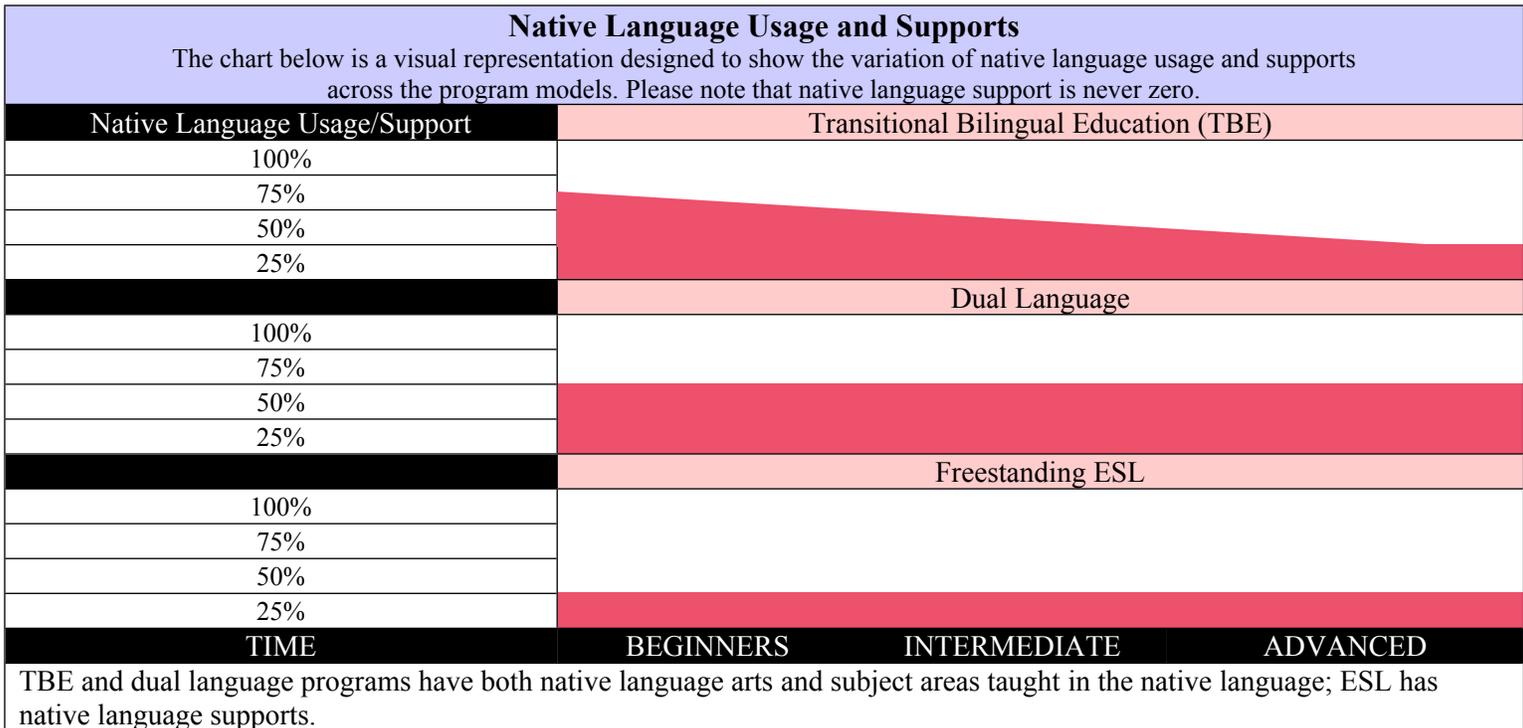
At 752Q, parents of ELLs will have a chance to participate in our city and statewide activities related to our ELLs education and future placement. They will attend the annual New York State Association for Bilingual Education (NYSABE) Parent Institute and District 75 ELL Parent Conferences. Those parents 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) 2011-2012 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.

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

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

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

B. Programming and Scheduling Information--Continued

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

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 program will follow the schedule and the requirements of the program. This program 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. 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.).

This school year we do not have any new programs and discontinued Achieve 3000 due to budget limits.

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 Jose P. certificates are kept in teachers' files. 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.

Science: Homework Help and Test Prep – One to One and small group instruction delivered *5x Weekly* during the school

B. Programming and Scheduling Information--Continued

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

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 program will follow the schedule and the requirements of the program. This program 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. 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.).

This school year we do not have any new programs and discontinued Achieve 3000 due to budget limits.

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 Jose P. certificates are kept in teachers' files. 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.

Science: Homework Help and Test Prep – One to One and small group instruction delivered *5x Weekly* during the school day on the teacher administrative prep. Virtual computer-lab - based science laboratory(froguts.com)

Additional Information

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

Paste additional information here

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)?

Presently there are no Dual Language Programs in District 75.

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 (October 2011)
- how to differentiate instruction to align with students' prior knowledge, learning and language needs (September 2011)
- standardized and alternate assessment methods for ELLs; testing accommodations for ELLs (November 2011)
- computer assistive language learning (January 2011)
- adaptation of materials for ELLs with moderate and severe disabilities (September 2011)
- current scientifically-based research in the fields of Bilingual and ESL education, effective practices of ELLs (November 2011)

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.

Our special education teachers have participated in Jose P. workshop offered by District 75 and are trained in ESL methodologies and strategies. All teachers who have completed Jose P. training have received certificates.

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

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) 2011-2012 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.

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)									1	8	5	16	28	58
Intermediate(I)										1	1	3	12	17
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	1	9	6	19	40	75

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										3	2	7	8
	I									1	4	2	3	17
	A										1	1	7	11
	P									1	1	1	2	4
READING/ WRITING	B									5	8		16	28
	I									1	1		3	12
	A													
	P													

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math	3		0	
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	15		15	
NYSAA Mathematics	15		15	
NYSAA Social Studies	15		15	
NYSAA Science	15		15	

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)									

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
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.

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

Every spring all our ELLs participate in New York State English as a Second Language Achievement Test. Several ATS reports are utilized to determine students eligible for NYSESLAT and to analyze data (RLER-LAT, RNMR, RLAT, HISE).

In 2010-2011 school year, we had 2 students who were administered LAB-R. Results showed that both students were at beginner proficiency level.

Based on NYSESLAT 2011 test results, 17 at the Intermediate, and 58 at the Beginning level, and 5 students received invalid scores.

In grades 9 and 10, students scored higher in listening and speaking than in reading and writing.

In grades 11 and 12, more students scored at intermediate, advanced and proficient level in speaking and listening. More students scored higher (Intermediate) in reading and writing as compared to last year results. In determining patterns of proficiency, the ELLs showed the greatest improvement in speaking and listening. These patterns are similar across grade levels.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: 752Q

School DBN: 750752

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Fritzy Sannon-Brown	Principal		10/24/11
Sharon Simmons	Assistant Principal		10/24/11
Joanne Taylor	Parent Coordinator		10/24/11
Anna Ghasabyan	ESL Teacher		10/24/11
Gizela Perez	Parent		10/24/11
David Collins/ELA	Teacher/Subject Area		10/24/11
Federico Fraguada/SS	Teacher/Subject Area		10/24/11
Erma Bonaparte	Coach		10/24/11
	Coach		10/24/11
Reina Velasquez	Guidance Counselor		10/24/11
Ketler Louissaint	Network Leader		10/24/11
Gohar Atamian	Other <u>Tech. Coordinator</u>		10/24/11
	Other		10/24/11
	Other		10/24/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75Q752 School Name: Q752

Cluster: Gary Hecht Network: 5

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

Part A: Needs Assessment Findings

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

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 eight language groups (Spanish, Haitian, Punjabi, Bengali, Urdu, Polish, Korean 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 reports 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 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.

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

The aforementioned data sources and methods reveal the following:

- a. Eighty (80) students and/or their households speak a language other than-English.
- b. Eight (8) languages are represented by our other-than-English speaking students/families

- Spanish 49 students
- Bengali 5 students
- Chinese 6 students
- Urdu 3 students
- Polish 3 students
- Punjabi 2 students
- Haitian 2 students
- Korean 2 students
- Other 8 students

Part B: Strategies and Activities

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

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

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.

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
- b. 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.
- b. 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>.

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) 2011-2012 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.

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:

- 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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Q752	DBN: 75Q752
Cluster Leader: Gary Hecht	Network Leader: Ketler Louissaint
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> *NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> *After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: <u>12</u> Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input type="radio"/> *10 <input type="radio"/> *11 <input type="radio"/> *12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Q752 also known as the Queens Transition Center (QTC) is a high school with 471 students in 6 grade and from grade 9 through grade 12. Students are aged 13-21 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 48% of our school population participates in standardized assessment, and 52% in alternate assessment. The student body includes 17% 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 6, 9-12 with classroom, shop, and work study experiences. QTC serves 80 English Language Learners (ELLs), which is 17% of our total school population. All 80 ELLs will participate in the NYSESLAT 2012 to determine their language proficiency level. The 12 students entitled to Bilingual Instructional Services as per IEP have Alternate Placement Paraprofessionals and receive ESL services.

All ELLs 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, Ms. Anna Ghasabyan, 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.

In 20010-2011 school year, we had 2 students who were administered LAB-R. Results showed that both students were at beginner proficiency level.

Based on NYSESLAT 2011 test results, 17 students scored at the Intermediate, 58 at the Beginning level, and 5 students received invalid scores.

In grades 9 and 10, students scored higher in listening and speaking than in reading and writing.

In grades 11 and 12, more students scored at intermediate, advanced and proficient level in speaking

Part B: Direct Instruction Supplemental Program Information

and listening. More students scored higher (Intermediate) in reading and writing as compared to last year results. In determining patterns of proficiency, the ELLs showed the greatest improvement in speaking and listening. These patterns are similar across grade levels.

More students at beginning and intermediate proficiency level across grades 9-12 showed progress in writing and reading and significant improvement in speaking and listening.

In 2010-2011 school year, 15 out of 80 ELLs took the NYSAA in Math, Reading, Science and Social Studies content areas. All fifteen students scored on Level 4 in Social Studies and Math. Thirteen students scored on Level 4 in ELA and Science, and only two students scored on Level 3. 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. Alternate Placement Paraprofessionals support students in use of the Native Language to foster comprehension in the target language.

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.

Title III supplemental instructional support will be provided to 12 ELL students in grades 10-12 in classes with 12:1:1 ratio. Services will be provided by Ms. Anna Ghasabyan, a certified ESL teacher. Professional development workshops and parent workshops will be provided by the Technology Coordinator who possesses NYS ESL certificate, Ms. Gohar Atamian. 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 will receive services twice a week, every Tuesday and Thursday, for 25 days (language instruction period), at East Elmhurst Campus site of QTC (752Q@744) from 3:00 – 5:00 p.m. Our entire Title III program will start on December 1, 2011 and end on April 5, 2012. The instruction of students will begin on January 3, 2012 and end on April 3, 2012. The last professional development workshop "Reflection Activities" will take place on April 5, 2012.

All our students have different developmental disabilities such as intellectual disability, autism, attention deficit, emotional disturbance, etc. All 12 students who will participate in Title III 2011-2012 after school program are in Alternate Assessment program 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.

Part B: Direct Instruction Supplemental Program Information

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 Literacy and Civics utilizing mobile devices such as iPads.

Use of technology in English language instruction provides fantastic visual and auditory learning opportunities for our student population, but only iPad addresses three important learning modalities that students work through: visual, auditory, and kinesthetic. Students enter a world of virtual kinesthetics in which they can manipulate information by touch and control spatial design.

The focus of our 2011-2012 Title III supplemental program "Literacy through Civics Utilizing iPad Apps" is to provide tools and resources to the 21st Century Learners. The individual use of iPads is another way to empower students to maximize their full potential and prepare them for college and the workplace. Technology immersion into education empowers students to take a more active role in their education and become independent learners.

iPad is an incredible literacy tool for the special education classroom. iPads are very adaptive, and can be customized to each student's needs, are lightweight and mobile, and give the students the sense they are connected to a larger, high-tech community. It's highly engaging and motivating especially for students with learning disabilities, attention deficit and emotional disturbance.

According to an article in the THE Journal last week, Apple's iPad has proven itself to be a boom for developing good readers and writers. One study showed students were 6% more likely to pass a reading test, while 8% were more likely to pass a reading test when they used an iPad as part of their studies. (The Journal, iPads Make Better Readers, Writers, by Margo Pierce 09/06/11)

Teachers can enhance their students' academic success with innovative tools that personalize learning. iOS devices, such as iPad and iPod touch, support education in any subject area—whether the students are improving their reading fluency, building math skills, or pursuing information sources beyond the classroom. Thanks to these powerful devices, students can enjoy anytime learning with a growing wealth of educational content, Internet resources, digital books, and interactive applications. All at their fingertips. (iOS Devices in Education, Expand learning inside and outside the classroom, www.apple.com/education, 2011)

Students will learn the functions and features of the iPad and explore the applications for educational purposes. Students will explore and work on literacy applications to master their reading and writing skills such as,

Conversation Builder: Conversation Builder is a Conversation Simulator designed to help children learn how to have multi-exchange conversations with their peers in a variety of social settings. The auditory pattern of conversation is presented in a visual format to help students recognize and master the flow of conversation. Students learn when it is appropriate to introduce themselves, ask questions, make observations and change the subject of the conversation.

Part B: Direct Instruction Supplemental Program Information

Language Builder: Language Builder is designed to help children accomplish the following educational goals: 1) Improve sentence ideation ; 2) Improve sentence formation; and 3) Improve receptive and expressive language. Extensive use of audio clips promotes improved auditory processing for special needs children with autism spectrum disorders or sensory processing disorders. Auditory playback of child's voice offers reinforcement for language development. Language Builder offers a rich and fun environment for improving the ability to create grammatically correct sentences.

Read2Go is a very easy-to-use app for the iPad for immediate on-the-go reading. Students can search, download, and read Bookshare books and periodicals and manage their books in a bookshelf. The literacy goal of this app is to make printed content accessible to students who are blind, physically or learning disabled, have print disabilities however and wherever they want it.

The iBooks application: a virtual browsing box for children to continue to explore their quest for knowledge and reading. Additionally, the ePub program provides virtually instant access to a wide variety of contemporary and classical literature.

The 'Notes' application allows students who may be hesitant to write in journals the opportunity to learn keyboarding skills, to have a place to write down their thoughts.

SpeakIt! is an app that can be used as a pencial for developing writers. Students write and hear as they write each sentence.

WordWall HD app is used to help students work on literacy goals and develop phonological awareness through onset rime.

iCivics applicationion designed to teach students civics and inspire them to be active participants in our democracy. iCivics is the vision of Justice Sandra Day O'Connor, who is concerned that students are not getting the information and tools they need for civic participation, and that civics teachers need better materials and support. What is marvelous about it is that students are not asked to memorize facts and concepts about our government, but rather instantly apply those toward a learning experience that is likely to stay with them. The site is highly visual and allows students to click-drag and see the effects of their decisions.

The US Civics Flashcards application to help ELL students learn about U.S. civics (history and government) while preparing for the naturalization test. There are 100 questions, each question has been recorded in english. The user can listen to each question and read the answer for the each question.

U.S. Citizenship application that provides accurate and comprehensive information about immigration and citizenship in the USA.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

The Title III professional development plan at QTC will offer opportunities for our staff members (1 Assistant Principal, 1 teacher, 1 Technology Coordinator, 2 paraprofessionals) 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 iPads in teaching literacy and Civics, assessment measures, and strategies for ELLs and to improve the instruction and assessment of ELLs.

There will be six (6) Title III professional development workshops taking place on Tuesdays and Thursdays from 3:00 p.m. - 5:00 p.m. (Dates: December 1, 6, 8, 13, 15, 2011, and on April 5, 2012). The students will not be in attendance during the professional development workshops. The professional development workshops will be provided by a dually-certified ESL/SpecialEd experienced teacher, who is also our school's Technology Coordinator, Ms. Gohar Atamian.

The professional development activities will address critical issues such as,

- 1 Differentiated Instruction utilizing iPad Apps (December 1, 2011)
- 2 Effective practices for teaching Civics and Literacy to ELLs utilizing mobile devices (December 6, 2011, Wednesday)
- 3 Recognize the different learning styles and academic needs of English language learners (December 8, 2011)
- 4 Effective attitudes, knowledge, and dispositions to work successfully with high school English language learners (December 13, 2011)
- 5 Practical lesson planning and building thematic units using iPad Applications (December 15, 2011)
- 6 Reflection activities (April 5, 2012)

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here:

Our school 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 skills, and good understanding of what it means to be a U.S. citizen.

Parents will learn how innovative tools such as iPods, iPads, SmartBoards enhance their children's academic success, personalize learning and provide them with the skills and proficiencies necessary for the workforce of the future.

There will be six (6) Title III parent workshops taking place on Tuesdays from 3:00-5:00p.m. The first Title III parent orientation workshop will be held on January 3, 2012. The students will be in attendance during the parent workshops and instructed by the ESL teacher, Ms. Anna Ghasabyan, in the ESL classroom, while the Technology Coordinator, Ms. Gohar Atamian will meet with parents and provide the workshops in the Technology Room. The workshops will be facilitated by a paraprofessional.

1. Title III Orientation (January 3, 2012)
2. iPad basics (January 10, 2012)
3. Exploring Literacy Apps, Part 1 (January 17, 2012)
4. Exploring Literacy Apps, Part 2- (January 24, 2012)
5. Organizational Apps (January 31, 2012)
6. US Citizenship for iPad (February 2, 2012)

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.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$7832.53</u>	<u>1 secretary x 3 hours x \$30.74 = \$92.22</u> <u>1 supervisor x 25 days x 1 hour x \$52.21 = \$1305.25</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p><u>1 teacher x 25 days x 2 hours x \$49.89 = \$2494.50</u></p> <p><u>1 para x 25 days x 2 hours x \$28.98= \$1449</u></p> <p><u>Professional Development</u></p> <p><u>1 teacher trainer x 2 hours x 6 sessions x \$49.89 = \$598.68</u></p> <p><u>1 teacher x 2 hours x 6 sessions x \$49.89 = \$598.68</u></p> <p><u>1 para x 2 hours x 6 sessions x \$28.98 = \$347.76</u></p> <p><u>Parent Workshops</u></p> <p><u>1 teacher trainer x 2 hours x 6 sessions x \$49.89 = \$598.68</u></p> <p><u>1 para x 2 hours x 6 sessions x 28.98 = \$347.76</u></p> <p><u>Total: \$7832.53</u></p>
<p>Purchased services</p> <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<p><u>0</u></p>	<p><u>0</u></p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<p>\$2,497.47</p>	<p><u>4 iPads x \$550 = \$2200</u></p> <p><u>4 iPad cases x \$20 = \$80</u></p> <p><u>1 External memory card x \$100=\$100</u></p> <p><u>6 packs copy paper x \$5.00= \$30</u></p> <p><u>Certificates: 1 pack x \$5.47 = \$5.47</u></p> <p><u>Achievement Certificates: 2 packs x \$10= \$20</u></p> <p><u>Certificate Covers:</u></p> <p><u>2 packs x \$7.00 = \$14.00</u></p>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>Pens: 4pack x \$5 = \$20</u> <u>Pencils: 5 packs x \$5.00 = \$25.00</u> <u>Erasers: 1 pack x \$3 = \$3</u> <u>Total: \$2497.47</u>
Educational Software (Object Code 199)	<u>\$200.00</u> □	<u>Educational website: Biguniverse.com</u> <u>\$100.00</u> <u>iPad Apps \$100.00</u>
Travel	<u>\$324</u>	<u>12 parents x 6 workshops x 2</u> <u>metrocards \$2.25 = \$324</u>
Other	<u>\$346</u>	<u>Refreshments: \$346</u>
TOTAL	<u>\$11200</u>	<u>\$11200</u>