



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 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:

MR. 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
Fritz Sannon-Brown	*Principal or Designee	
Federico Fraguada	*UFT Chapter Leader or Designee	
Latina Lane	*PA/PTA President or Designated Co-President	
Brenda Toliver	DC 37 Representative, if applicable	
Jessica McKinney Avery Fordham	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Honwati Insan	Member/ <i>Treasurer</i>	
Latina Lane	Member/ <i>Secretary</i>	
Vanessa Faulk	Member/ <i>Secretary UFT member</i>	
Sharon Simmonds	Member/ <i>Assistant Principal</i>	
Erma Bonaparte	Member/ <i>School-based Coach</i>	
Barbara Cambridge	Member/ <i>Parent</i>	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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.

By June 2013 there will be an increase in the number of students from the standardized and alternate assessment populations that will engage in activities to build content knowledge through the reading of informational texts. This will be evidenced by a 10 % increase in the number of students completing two literacy and science tasks in various summative assessments.

Comprehensive needs assessment

- This goal was identified as a need to adhere to the NYCDOE Citywide Instructional Expectations mandates as evidenced by results from the level 1 vocational assessments of the alternate assessment populations, results from the 2011 -2012 Regents exams, the 2011 -2012 NYSAA scores and feedback back from the community based partnerships.

Instructional strategies/activities

The strategies/activities that encompass the needs of identified student subgroups(alternate and standardized) include but are 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.
- **Comparison and Contrast** 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, District 75 coaches; School Based Instructional Coach, Teachers, SESIS, Network Leader webinars seminars, parents and in-house professional development.

Steps taken to include teachers in the decision-making process 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.
- School based coach will work with the teachers to identify age appropriate, high interest core curriculum texts.
- Conduct professional development for instructional staff.
- The expansion of unit plans by subject area aligned to CCLS

- Utilize effective multi-faceted teaching strategies that are aligned with CCLS.
- TEP team professional development
- The review and alignment of Elmore’s instructional core to the NYC Quality Review
- 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, School Achievement Teams (SAT), teacher team meetings

Timeline for implementation is ongoing from September 2012 through –June 2013.

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’s learning outcomes as per NY state standards. To increase the involvement of parents in the QTC community we have:

- Increased the number of parent workshops throughout all QTC sites
- Expanded the parent outreach newsletters
- Increased the membership of the PTA with established PTA meetings at all sites
- Provided additional parent support by increasing staffing to include family worker, assistant principal and collaborations with outside partnerships
- Increased the parent membership on the School Leadership Team (SLT)
- Increased the opportunities for parental feedback through DOE surveys, informal assessments and events such as annual Open houses, Open school nights
- Providing additional training and support for ARIS parent link

•

Budget and resources alignment

• Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- 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, VETEA, TOPPS
- 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, 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 2013, there will be an improved teacher use of targeted instructional strategies aligned to the student IEPs as evidenced by increased student engagement measured by low-inference observations and implementation of teacher designed individualized PD plans.

Comprehensive needs assessment

- This goal was identified as need to enhance pedagogical best practices in order to improve student learning outcomes as evidenced by the 2011 - 2012 data reflected from the TMP pilot, the school's learning environment survey, and student formative and summative assessments (standard and alternate) .

Instructional strategies/activities

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

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

- Information gathered from teacher self assessments on ARIS learn based on data from the 2011- 2012 TMP observations
- Additional training for school staff on TEP rubric and expectations.
- Professional development opportunities provided to school staff by QTC administrators, coaches and presenters.
- Professional development opportunities provided to school on rigor, and differentiation by the 2012-2013 TEP teacher team.
- Actionable feedback will be given to teachers regarding their areas of improvement and areas of enhancement as per student needs.
- Opportunity for teachers to engage in protocols to look at student work and their alignment to CCLS in order to inform pedagogy.
- Teachers participating in opportunity for inter-visitations.
- Collaborative SAT teams to create skill specific rubrics aligned to the CCLS and the CIE.
-

Timeline for implementation is ongoing from September 2012 – June 2013.

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's learning outcomes as per NY state standards. To increase the involvement of parents in the QTC community we have:

- Increased the number of parent workshops throughout all QTC sites
 - Expanded the parent outreach newsletters
 - Increased the membership of the PTA with established PTA meetings at all sites
 - Provided additional parent support by increasing staffing to include family worker, assistant principal and collaborations with outside partnerships
 - Increased the parent membership on the School Leadership Team (SLT)
 - Increased the opportunities for parental feedback through DOE surveys, informal assessments and events such as annual Open houses, Open school nights
 - Providing additional training and support for ARIS parent link
- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) **Non-Title I**
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- TEP per session funding for afterschool programs
- 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, VETEA, TOPPS



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 2013, there will be an improvement in student behaviors as evidenced by a 10% decrease in inappropriate student responses to conflict situations.

Comprehensive needs assessment

- This goal was identified as a need as evidenced by data from the school's (OORS) Online Occurrence Reporting System, the schools (SWIS) school-wide information system and the NYC Learning Environment survey(LES) and teacher feedback.

Instructional strategies/activities

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

- Information gathered from teacher behavioral assessments, SWIS and informal and formal observations based on data from the 2011- 2012 school year and the current school year.
- Additional training for school staff on PBIS behavior matrix.
- Professional development opportunities provided to school staff by QTC administrators, coaches and external presenters.
- Teachers will be given areas of improvement and areas of enhancement during feedback as per the individual student behavioral needs.
- Creation of teacher teams to utilize protocols to identify student behavior patterns in teacher teams to inform pedagogy.
- Teachers participating in opportunities for inter-visitations, co-teaching and mentoring.
- Assist in the facilitation and development of PBIS professional development modules
- Monitoring the daily PBIS activities
- Met as needed with the District PBIS coach as needed to monitor program facilitation and support and student buy-in to the program.

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's learning and outcomes as per NY state standards. To increase the involvement of parents in the QTC community we have:

- Increased the number of parent workshops throughout all QTC sites
- Expanded the parent outreach newsletters
- Increased the membership of the PTA with established PTA meetings at all sites
- Provided additional parent support by increasing staffing to include family worker, assistant principal and collaborations with outside partnerships

- Increased the parent membership on the School Leadership Team (SLT)
- Increased the opportunities for parental feedback through DOE surveys, informal assessments and events such as annual Open houses, Open school nights
- Providing additional training and support for ARIS parent link
-

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 _____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- TEP per session funding for afterschool programs
- 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, VETEA, TOPPS
-

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

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #5 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 #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Read 180 SMILE WEX RAMP UP to literacy	Small group and one-to-one Small group and one-to-one Small group Small group and one-to-one	During the school day
Mathematics	Math Enrichment RAMP UP to Math Math STEM	Small group and one-to-one Small group and one-to-one Small group and one-to-one	During the school day
Science	Homework help and test prep	Small group and one-to-one	During the school day
Social Studies	Homework help and test prep	Small group and one-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Crisis intervention Peer mediation Anger management	Small group and one-to-one	Small group and one-to-one

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

In 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. Strategies for recruitment, retention and assignments are as follows:

- Teacher teams involved in the review of resumes, teacher profiles and teacher interviews to provide opportunities for teacher collaboration
- The offering of ongoing, on demand, and scheduled professional development for new and veteran teachers
- Providing on-going support to new teachers by pairing new teachers with experienced teachers
- provide instructional coaching assistance for lesson planning and modeling best practices
- Interviewing teachers while exposing them to the TEP framework to ensure consistency in pedagogical practices
- encourage teachers to enhance their own pedagogical skills by providing opportunities throughout the year for new and veteran teachers to learn how to use data to drive instruction
- Training teachers on how to differentiate instruction to meet the needs of all students
- Providing mentoring to all teachers
- Ensuring that all untenured teachers are familiar with the CCLS

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
--	--

This school offers (check all that apply):

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

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

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

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
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: PECS, manual signs, Mayor Johnson symbols, photographs, objects, written words and others.

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

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

Newcomers: Newcomers are administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Performance on this test determines student's entitlement to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance. Newcomers receive tutoring, a buddy student, and a nurturing environment to facilitate language production. This school year we will also have Title III afterschool instructional program "Literacy with iPad" where our ELLs will receive differentiated instruction utilizing iPad applications, which will address the different needs of our students and their learning styles. Currently we have 27 newcomers.

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

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

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

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

A. Programming and Scheduling Information

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

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

Our ELL students in both standardized and alternate assessments will participate in the after school program funded by the Title III. Students will practice and increase their reading and writing skills and enrich their Civics knowledge by utilizing iPads. The program supports the curriculum and, therefore, the standards.

In response to the State citation, 752Q provides ESL services to all ELL students as per their IEPs.

Courses Taught in Languages Other than English ⓘ

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

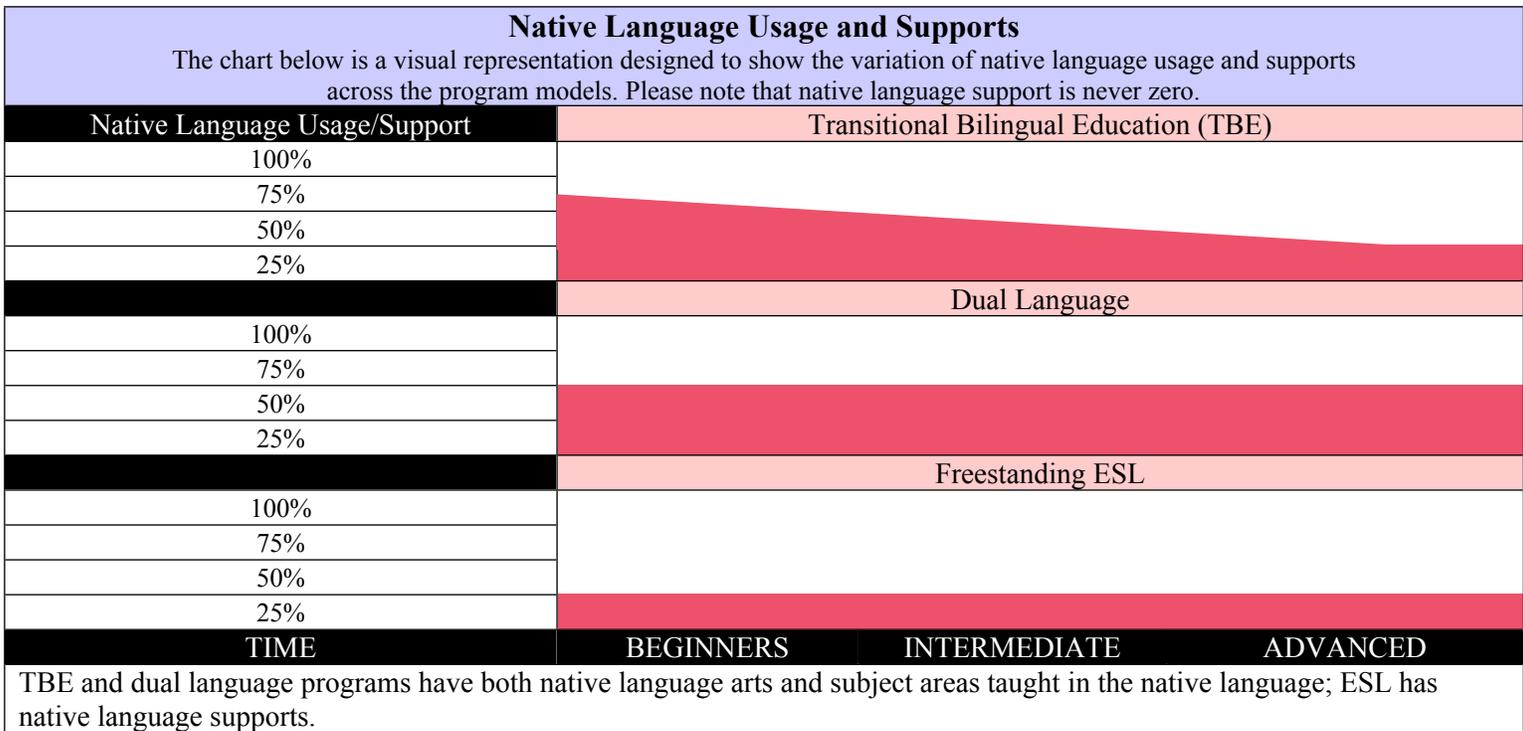
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

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)

In Math content area, students participate in "24 Math" computer based math intervention program. They receive individual and small group instruction *2x Weekly* during the after-school program. In Science, students get help with homework and test preparation as well as develop and increase their science knowledge working in the "Virtual Lab", a computer-based science laboratory (froguts.com).

For the students who have proficiency in the NYSESLAT, a two-year transition plan with related services will be implemented. All our ELLs are afforded equal opportunities to all schools programs. Students participate in Talent Show, Fashion Show, Multicultural projects, Champs after school program, etc. This school year we will also have Title III supplemental after school program "Literacy and Civics with iPad" which will enable students achieve their reading and writing goals within literacy, learn what it means to be a US citizen and how citizenship is obtained, and work through three learning modalities: auditory, visual and kinesthetic by utilizing iPads.

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.

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
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 Test)									
Chinese Reading Test									

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. 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.

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.

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: 75Q752

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

School Name: 752Q

School DBN: 75Q752

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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

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