

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: QUEENS TRANSITION CENTER

DBN (i.e. 01M001): 75Q752

Principal: FRITZY SANNON-BROWN

Principal Email: FSANNON@SCHOOLS.NYC.GOV

Superintendent: MR. GARY HECHT

Network Leader: MR. KETLER LOUSSAINT

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Fritzy Sannon-Brown	*Principal or Designee	
Federico Fraguada	*UFT Chapter Leader or Designee	
Myrna Francisco	*PA/PTA President or Designated Co-President	
Ms. Brenda Toliver	DC 37 Representative, if applicable	
Jahne Callender	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Sharon Simmonds	Member/ CSA	
Vanessa Faulk	Member/ UFT/Chairperson	
Erma Bonaparte	Member/ UFT	
Ebony Russell	Member/ CSA	
	Member/	
	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 may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
x	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
N/A	Title I Plan (Only for schools receiving Title I funding)
N/A	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, there will be a 50% increase in the use of differentiated instructional strategies that are aligned to the CCLS and CDOS standards, in order to improve teaching and increase student learning outcomes by 10 % as measured by data from SANDI, Fast, and Regents summative assessments

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.

This goal was identified as a need by the QTC instructional cabinet and teacher teams as a result of extensive data collection and review of Ed performance, FAST and SANDI assessment results. The data revealed a need to enhance CCLS and CDOS aligned curricula and instructional best practices, in order to improve student learning outcomes as evidenced by the 2013-2014 summative student data from the alternate and standard population

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Compare and Contrast students' learning by utilizing and employing metaphor, analogy, and higher-order thinking skills.
2. Summarizing and Note Taking Effective summarizing requires analysis that leads to deeper understanding.
3. Students benefit from taking notes in both linguistic and visual forms.
4. Homework and Practice Homework can increase student understanding when assignments provide the opportunities needed to practice and apply new learning.
5. Providing Feedback Criteria for success and specific, timely feedback can help increase students understanding and improve learning.
6. Generating and Testing Hypotheses and applying knowledge when testing requires careful orchestration of experience. Adding technology tools add authenticity to the learning experience.
7. The QTC teacher teams will meet to review student data to identify trends

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

1. Classroom Teachers, school-based instructional coach ,members of the school's instructional cabinet, School Team Instructional Leadership (STIL), teacher teams,
2. related service providers and District 75 coaches

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

1. The progress of each strategy listed will be evaluated on a monthly basis and the end of each semester.

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

1. Timeline for implementation is September 2014 –June 2015

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

1. Teacher schedules adjusted to allow increased collaboration
2. Student schedules to include time allotted for teacher-student feedback sessions

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).

QTC continues to acknowledge the responsibility it has to support parents and families to collaborate in order raise their own expectations of their children's learning outcomes as per Common Core Learning Standards (CCLS). To increase the involvement of parents throughout QTC community, strategies include but are not limited to:

- Continue to increase the number of parent workshops throughout all QTC sites
- Continue to collaborate with other geographically located schools and their parent coordinators to offer the parents increased opportunities for collaboration whereas making the locations accessible.
- Continue to develop parent outreach newsletters
- Attempt to increase the membership of the PTA for all sites.
- Continue to provide additional parent support by increasing collaborations with outside partnerships.
- Continue to recruit additional members to increase the parent membership on the School Leadership Team (SLT).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA	x	Title III		Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, there will be a 50% increase in the number of staff attending professional development workshops and participating in school activities at QTC resulting in the empowerment of staff members by building their professional capacity. This will enable an increase of student learning outcomes by 15% as measured by summative data aggregated from FAST, SANDI, Regents and end of year staff ratings from the Framework for teaching.

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.

This goal was identified as a need upon review of the teacher observation data from the 2013-2014 school year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Identify staff professional development needs via needs assessment protocol.
 2. Create internal workshops and seek external training opportunities for staff as per their needs assessment.
 3. Utilize Microsoft office to develop a calendar to monitor professional development schedule
 4. Conduct formal and informal observations to maintain effective pedagogy.
 5. Highlight best practices during faculty conferences, teacher team meetings and/ or email.
 6. Encourage and schedule inter-teacher visitations
 7. Encourage staff to be active and visible in committee meetings
 8. Maintain open communication with staff
 9. Allow teachers to participate in opportunities for inter-visitations.
 10. Professional development opportunities provided to school staff by QTC administrators, coaches and presenters
 11. Actionable feedback will be given to teachers regarding their areas of improvement and areas of enhancement as per student needs.
 12. Opportunity for teachers to engage in protocols to look at student work and their alignment to CCLS and CDOS in order to inform pedagogy.
 13. Collaborative School Team Instructional Leadership (STIL), to reinforce skills and strategies aligned to the CCLS and CDOS
- B. Key personnel and other resources used to implement each strategy/activity**
1. Classroom Teachers, school-based coach ,members of the school's instructional cabinet,
 2. School Team Instructional Leadership (STIL), teacher teams, related service providers and District 75 coaches
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. The progress of each strategy listed will be evaluated on a monthly basis and the end of each semester
- D. Timeline for implementation and completion including start and end dates**
1. Timeline for implementation is September 2014 –June 2015
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Teacher schedules adjusted to allow increased collaboration
 2. Student schedules to include time allotted for teacher-student feedback sessions

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).

Continue to increase the opportunities for parental feedback through DOE surveys, informal assessments and events such as annual Open houses, Open school

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA	x	Title III		Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, the QTC community will implement differentiated school-wide activities that will result in a 10% increase of parental engagement as compared to the summative data collected during the 2013-2014 school year, specifically parent attendance sheets .

Comprehensive Needs Assessment

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

The above referenced goal was created to address the percentage of parent involvement reflected on summative data collected as of June 2014. The data reflects that additional outreach efforts are needed to bridge the connections between school and home.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Creation of opportunities for parents to attend external events and conferences supporting student outcomes.
2. Continue to provide parent and guardian training to increase knowledge and awareness of post- secondary outcomes and Transition.
3. Parent Coordinator will continue to collaborate with the Transition Linkage coordinator to conduct parent workshops and trainings.
4. Continue to increase additional means of communication through video conferencing, automated phone messaging, home visits/community center meetings or school visits with the guidance department/social worker and other school personnel.

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

1. Parent Coordinator (PC), Transition Linkage Coordinator (TLC) classroom teachers, school-based coach, members of the school's instructional cabinet, teacher teams, related service providers and District 75 coaches and Community-based organizations (CBO's).

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

1. The progress of each strategy listed will be evaluated on a monthly basis and the end of each semester

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

1. Timeline for implementation is September 2014 through – June 2015.

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

1. Continue to increase parent events which will be held afterschool and weekends.
2. Continue to increase opportunities for parents to meet with teachers before, during and after school

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).

QTC continues to acknowledge the responsibility it has to support parents and families to collaborate in order raise their own expectations of their children's learning outcomes as per Common Core Learning Standards (CCLS). To increase the involvement of parents throughout QTC community, strategies include but are not limited to:

- Continue to increase the number of parent workshops throughout all QTC sites
- Continue to collaborate with other geographically located schools and their parent coordinators to offer the parents increased opportunities for collaboration whereas making the locations accessible.
Continue to develop parent outreach newsletters
- Attempt to increase the membership of the PTA for all sites.
- Continue to provide additional parent support by increasing collaborations with outside partnerships.
- Continue to recruit additional members to increase the parent membership on the School Leadership Team (SLT).
Continue to increase the opportunities for parental feedback through DOE surveys, informal assessments and events such as annual Open houses, Open school

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA	x	Title III		Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, there will be a 50% increase in the number of staff trained in Therapeutic Crisis Intervention Strategies(TCIS) resulting in a 10 % decrease in level 1 and level 2 behavior infractions as compared to summative SWIS data collected during the 2013-2014 school year.

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.

This goal was identified by the Crisis Intervention Team (CIT) based on the frequency of interventions needed to de-escalate student behaviors in the classroom setting.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Identify staff professional development needs in the areas of crisis intervention, classroom management and Response to Intervention via needs assessment protocol.
2. Staff will participate in workshops conducted by the UFT, DOE and Community Based organizations to enhance external training opportunities for staff as per their needs assessment.
3. Participate in the UFT's Institute for Understanding Student behavior (IUB)
4. Utilize Microsoft office to develop a calendar to monitor professional development schedule
5. Utilize Academic Intervention Services (AIS) such as Ripple Effects to address high needs students..
6. Highlight best practices during faculty conferences, teacher team meetings and/ or email.
7. Encourage and schedule inter-teacher visitations
8. Encourage staff to be active and visible in committee meetings
9. Maintain open communication with staff
10. Allow teachers to participate in opportunities for inter-visitations.
11. Actionable feedback will be given to teachers regarding their areas of improvement and areas of enhancement as per student needs.
- 12.

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

1. 1. Crisis Intervention Team (CIT), Parent Coordinator (PC), Transition Linkage Coordinator (TLC) classroom teachers, school-based coach, members of the school's instructional cabinet, teacher teams, related service providers and District 75 coaches and Community-based organizations (CBO's).

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

1. 1. The progress of each strategy listed will be evaluated on a monthly basis and the end of each semester

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

1. 1. Timeline for implementation is September 2014 through – June 2015.

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

1. Teacher schedules adjusted to allow increased collaboration
2. Student schedules to include time allotted for teacher-student feedback sessions

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).

QTC continues to acknowledge the responsibility it has to support parents and families to collaborate in order raise their own expectations of their children's learning outcomes as per Common Core Learning Standards (CCLS). To increase the involvement of parents throughout QTC community, strategies include but are not limited to:

- Continue to increase the number of parent workshops throughout all QTC sites
- Continue to collaborate with other geographically located schools and their parent coordinators to offer the parents increased opportunities for collaboration whereas making the locations accessible.
- Continue to develop parent outreach newsletters
- Attempt to increase the membership of the PTA for all sites.
- Continue to provide additional parent support by increasing collaborations with outside partnerships.
- Continue to recruit additional members to increase the parent membership on the School Leadership Team (SLT).
- Continue to increase the opportunities for parental feedback through DOE surveys, informal assessments and events such as annual Open houses, Open school

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA	x	Title III		Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

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

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Test prep	Small group and one-to-one	During the school day
Mathematics	Test prep	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.)	Ripple Effects Behavior Management Peer mediation, Anger Management, Shades of Beauty	Small group and one-to-one	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) 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
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 75	Borough Queens	School Number 752
School Name Queens Transition Center		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Fritzy Sannon-Brown	Assistant Principal Ebony Russell
Coach Erma Bonaparte	Coach
ESL Teacher Anna Ghasabyan	Guidance Counselor Reina Velasquez
Teacher/Subject Area David Collins/ELA	Parent Carmen Sosa
Teacher/Subject Area type here	Parent Coordinator Joanne Taylor
Related Service Provider Joanna Chappel/Speech	Other Gohar Atamian/Tech.Coordinator
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	400	Total number of ELLs	74	ELLs as share of total student population (%)	18.50%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE										0	0	0	0	0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	74	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	74
SIFE	3	ELLs receiving service 4-6 years	28	Long-Term (completed 6+ years)	21

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	25	3	25	28	0	28	21	0	21	74

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	25	3	25	28	0	28	21	0	21	74
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	9	8	27	49
Chinese											2		3	5
Russian														0
Bengali													3	3
Urdu												2	1	3
Arabic														0
Haitian													2	2
French												1		1
Korean														0
Punjabi													2	2
Polish													3	3
Albanian														0
Other										1	1		4	6
TOTAL	0	6	12	11	45	74								

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	5	3	11	20
Intermediate(I)										4	2	0	3	9
Advanced (A)										0	1	0	1	2
Total	0	5	8	3	15	31								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!Und
4					
5					
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4									
5									
6									
7									
8									
NYSAA Bilingual (SWD)									

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									
8									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		0	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math <u>STM</u>	2		0	
Biology				
Chemistry				
Earth Science				
Living Environment	2		0	
Physics				
Global History and Geography				
US History and Government				
Other _____				
Other _____				
NYSAA ELA	16		14	
NYSAA Mathematics	16		13	
NYSAA Social Studies	14		13	
NYSAA Science	15		14	

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
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 2012-2013 school year, we had 1 student who was administered LAB-R. Results showed that the student was at beginner proficiency level.

Based on NYSESLAT 2013 test results, 40 students scored at Beginning level, 15 students scored at Intermediate level, 4 at Advanced level and 14 students received invalid score.

In grades 9 and 10, students scored higher in all four modalities: listening, speaking, reading and writing. Across grades 9-12, 9 students scored one proficiency level higher in NYSESLAT 2013: 8 students from Beginner level to Intermediate level and 1 student from Intermediate level to Advanced level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

NYSESLAT test results come back in July and provide students, teachers, and parents with an objective report of each student's strengths and weaknesses in the English language skills of listening, speaking, reading and writing. Our school uses ATS RNMR report to receive the last three years' NYSESLAT scale scores as well as each student's modality results for reading/writing and speaking/listening. We use this information to determine whether these students are making adequate progress toward English language proficiency and make appropriate adjustments in our instruction so that all ELL students become proficient in English.

4. For each program, answer the following:
- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our school uses ELL Periodic Assessments to gain up-to-date information about what each student knows and can do so that our ESL and content area teachers can target instruction to the learning needs of every ELL. We also use ELL Periodic Assessments to predict students' performance on New York State English as a Second Language Achievement Test so that teachers can help every student meet or exceed State Learning Standards. ELL Periodic Assessments measure student learning within a grade and from grade-to-grade that enables us to keep students on track for success in high school and in transition to college or career place.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

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).

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

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

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.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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.

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.

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.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
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.
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, testes 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.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Every April & May all our ELLs participate in a state mandated test (NYSESLAT) to assess their proficiency and growth in English. The 2013 NYSESLAT featured greater emphasis on academic and classroom contexts and new items that address the Common Core shift to reading for information. As the new statewide scoring rules required that the Speaking subtest must be scored by a teacher who is not the student's teacher of English as a Second Language or English Language Arts, the Speaking subtests were scored by the ESL-certified teacher who is our school's Technology Coordinator and by the Instructional Coach. For the Writing subtest, all of the student responses to the constructed response questions are scored by a committee of teachers who are not students' teachers of ESL or ELA.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
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. Our school offers Freestanding ESL program only. Due to the fact that we do not 20 or more students with limited English proficiency in the same grade, the same building, all of whom have the same native language,

which is other than English, in order to provide such students with Bilingual Education programs. ELL parents are informed about having the option to transfer their child into a bilingual education program if such a program is offered in another school in District 75.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

P752Q also known as the Queens Transition Center (QTC) is a high school with 400 students from grade 9 through grade 12. Students are aged 14-21 years. We serve students in staffing ratios of 6:1:1, 8:1:1, 12:1:1. Students participate in standardized and alternate assessments. Presently 50% of our school population participates in standardized assessment, and 50% in alternate assessment. The student body includes 18.5% English Language Learners and 100% special education students. The school population comprises 61% Black or African American, 24% Hispanic or Latino, 9% Asian or Native Hawaiian/Other Pacific Islands, 5% White and 1 American Indian or Alaska Native students. Presently there are 74 English Language Learners (ELLs) representing 18.5% of our total school population.

ELL breakdown by grade and language is as follows: 6 students in 9th grade (5 Spanish, 1 Other), 12 students in 10th grade (9 Spanish, 2 Chinese, 1 other), 11 students in the 11th grade (Spanish, 2 Urdu, 1 French/Haitian), 45 students in the 12th grade (27 Spanish, 3 Chinese, 3 Bengali, 1 Urdu, 2 Haitian, 2 Punjabi, 3 Polish, 4 other).

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)?

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).

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.

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.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Our ESL teacher in consultation with the ELA teachers will collaborate in ELA instruction. Literacy instruction for ELLs follows the NYS Common Core 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).

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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.

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 afterschool 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.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

To accommodate the needs of our ELLs we 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
- Integration of technology and instruction
- Project-based learning
- 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school uses ELL IEP mandated ratios, services and accommodations to meet the academic needs of our ELLs and prepare them for success.

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:			

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

Social Studies:				
Math:				
Science:				

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

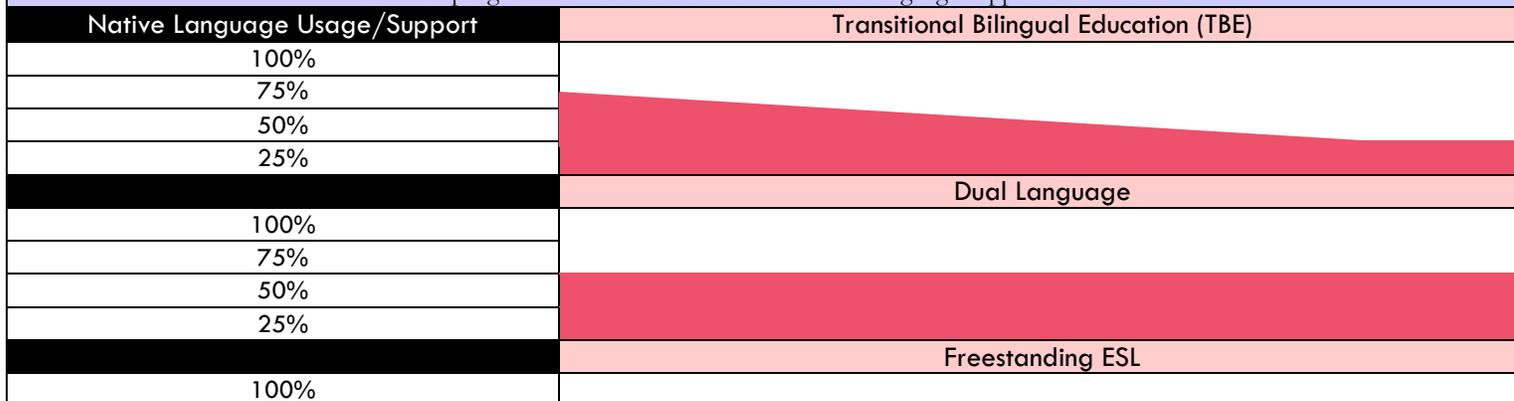
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Our ESL teacher in consultation with content area teachers will collaborate in content area instruction. The content area instruction is aligned with the NYS Common Core Standards for ELA, 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.

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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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Using the Smart board, iPads, notebooks as tools, 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.

11. What new programs or improvements will be considered for the upcoming school year?

This school year we use SANDI new assessment tool for alternate assessment students to monitor their progress and identify their academic needs.

12. What programs/services for ELLs will be discontinued and why?

N/A

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All our students have different developmental disabilities such as intellectual disability, autism, attention deficit, emotional disturbance, etc. All our ELLs have equal opportunity to participate in Title III after school program. Many of our ELLs participate in

programs focusing on functional academic skills, communication, and daily living skills. Some of these students participate in work-study programs where they gain experience they need to enter the world of work upon completing high school.

The focus of our 2013-2014 Title III supplemental program "Literacy through Civics Utilizing iPad Apps" is to provide tools and resources to the 21st Century Learners. The individual use of iPads is another way to empower students to maximize their full potential and prepare them for college and the workplace. Technology immersion into education empowers students to take a more active role in their education and become independent learners.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Following our school's mission to insure that our students graduate with the skills, intrinsic abilities to cope with, and a sufficiently developed work ethic to respond to societal expectations so that they can succeed to their greatest individual potential as functional and wage earning members of their community, and based on the data collected from the above-mentioned tests and student portfolios, our school decided to reinforce instruction of Literacy and Civics utilizing mobile devices such as iPads.

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

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Our ESL teacher in consultation with content area teachers will collaborate in content area instruction. The content area instruction is aligned with the NYS Common Core Standards for ELA, 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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Paste response to question here:

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

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

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

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.

D. Parental Involvement

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

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.

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 16 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) 2012-2013 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.

E. Additional Information

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

Part VI: LAP Assurances

School Name: <u>Queens Transition Center, 752Q</u>		School DBN: <u>75Q752</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Fritzy Sannon Brown	Principal		11/7/13
Ebony Russell	Assistant Principal		11/7/13
Joanne Taylor	Parent Coordinator		11/7/13
Anna Ghasabyan	ESL Teacher		10/23/13
Carmen Sosa	Parent		10/24/13
Davis Collins/ELA	Teacher/Subject Area		10/24/13
	Teacher/Subject Area		
Erma Bonaparte	Coach		11/7/13
	Coach		
Reina Velasquez	Guidance Counselor		10/24/13
	Network Leader		
Joanna Chappel	Other <u>Speech</u>		10/24/13
Gohar Atamian	Other <u>Tech. Coordinator</u>		11/7/13
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75Q752 School Name: Queens Transition Center, 752Q

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. Seventy-four (74) students and/or their households speak a language other than-English.
- b. Nine (9) languages are represented by our other-than-English speaking students/families
 - Spanish 49 students
 - Bengali 3 students
 - Chinese 5 students
 - Urdu 3 students
 - Polish 3 students
 - Punjabi 2 students
 - Haitian 2 students
 - French 1 student
 - Other 8 students

Part B: Strategies and Activities

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

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

Parents are notified every time their child has to participate in city and state assessment. Oral and/or written translations are provided, if necessary. The new parents are being provided with training on EPIC (ELL Parent Information Case) prepared by the New York City

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

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

- a. translations will be provided in-house by our school staff; we have staff speakers of all languages necessary to help our school to provide written translations to our ELL parents
- b. if any document needs to be translated for the ELL parents the staff in need should report the LAP committee in timely manner for the work to be completed on time

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

- a. any of our staff members who doesn't speak the parents' language he/she should obtain the assistance of an interpreter by requesting services at least three days prior their meeting.
- b. in case parents show an interest to attend any workshops/ conferences, the organizer of such event should make every effort to have that parent's language needs covered prior to sending them to that event

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

At 752Q, parents of ELLs will have a chance to participate in our city and statewide activities related to our ELLs education and future placement. They will attend the annual New York State Association for Bilingual Education (NYSABE) Parent Institute and District 75 ELL Parent Conferences. Those parents who need interpretation and/or translation services during any meetings initiated by the school staff will be provided translation/interpretation services in their native language(s) by the school's translation unit (bilingual guidance counselor and bilingual paraprofessionals). This issue is also addressed in our school's Comprehensive Educational Plan (SCEP) 2013-2014 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



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

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: 752Q	DBN: 75Q752
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 12
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Q752 also known as the Queens Transition Center (QTC) is a high school with 387 students in grades 9 to 12. Students are aged 14-21 years. We serve students in staffing ratios of 6:1:1, 8:1:1, 12:1:1. Students participate in standardized and alternate assessments. Presently 50% of our school population participates in standardized assessment, and 50% in alternate assessment. The student body includes 23% English Language Learners and 100% special education students. The school population comprises 61% Black or African American, 24% Hispanic or Latino, 9% Asian or Native Hawaiian/Other Pacific Islands, 5% White and 1% American Indian or Alaska Native students.

QTC offers a rigorous curriculum, providing students with diverse special needs in grades 9-12 with classroom, shop, and community-based learning experiences. QTC serves 92 English Language Learners (ELLs), which is 23% of our total school population. Ninety (90) ELLs will participate in 2014-2015 NYSESLAT to determine their language proficiency level. Two students who took NYSESLAT 2013-2014 scored proficient and tested out. All 20 students entitled to Bilingual Instructional Services as per their IEP receive ESL services supported by alternate language paraprofessionals in their native language.

All ELLs receive the minimum units of ESL services pursuant to CR Part 154 mandates as much as this is possible within the confines of staffing and student placement. The ESL services are provided by a New York State certified ESL teacher, Ms. Anna Ghasabyan, holding a professional certificate, through pull-out and push-in models of instruction.

To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS Common Core Learning Standards, New Language Arts Progressions and incorporates alternate grade level indicators from NYSAA for Social Studies and Science, and NYSAA Extensions in ELA and Math, Career Development and Occupational Studies and utilizes ESL strategies and methodologies. The ESL instruction is designed on the principles of the Universal Design for Learning (UDL) creating such instructional goals, methods, materials, and assessments that are effectively used to support all students and can be modified and adjusted for individual needs of our diverse school population. In addition, the Cognitive Language Learning Approach (CALLA) and Quality Teaching for English Learners (QTEL) strategies and scaffolding are integrated into the instruction.

Part B: Direct Instruction Supplemental Program Information

Every spring, all ELLs are administered NYSESLAT to assess their English proficiency. In fall and spring of each academic year, all students receiving ESL services participate in ELL Periodic Assessment that provides detailed information on ELL students' English language development and supports to design data-driven instruction, make informed decisions and effectively implement our corrective instructional plan.

In 2013-2014 school year, one student was administered Language Assessment Battery -Revised (LAB-R). In fall 2014, three students were administered New York State Identification Test for English Language Learners (NYSITELL), former LAB-R, as the method for the initial identification of ELLs in New York State. Results suggest that all three students are at the beginner proficiency level.

NYSESLAT is a state-mandated test to measure the proficiency and growth in English language acquisition of the ELLs. The 2014 NYSESLAT featured greater emphasis on academic and classroom contexts and new items that address the Common Core shift to reading for information. Based on NYSESLAT 2014 test results, 2 students scored Proficient and tested out, 5 students scored at Advanced level, 17 students scored at Intermediate, 56 at the Beginning level, and 12 students received invalid scores (5 students were enrolled at 752Q and were absent during the entire testing period, 3 students were not enrolled at 752Q during the testing period, and 3 students are newcomers to New York state). In grades 9 and 10, students scored higher in listening and speaking. Across grades 9-12, nine (9) students scored one proficiency level higher in NYSESLAT 2014: 5 students from Beginner level to Intermediate level and 4 students from Intermediate level to Advanced level. Thirty-nine (39) students showed significant progress on a continuum between low and high beginning and intermediate levels.

P752Q is a specialized high school in District 75 serving 100% students with IEPs. Our students require specific testing accommodations. The implementation of the accommodations requires a recommendation from the LAP team and signature of the team's chair, a parent/guardian and the principal. Questions regarding the proposed accommodations are directed to the school's Test Coordinator. The implementation of the Language Allocation Policy will be an ongoing process that will involve the school administration, ESL and content area teachers, paraprofessionals, related service providers and parents. Alternate Placement Paraprofessionals support students in use of the Native Language to foster comprehension in the target language.

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

Title III supplemental instructional support will be provided to 12 ELL students in grades 10-12 in classes with 12:1:1 ratio. Services will be provided by Ms. Anna Ghasabyan, a certified ESL teacher. Professional development workshops and parent workshops will also be provided by ESL teacher Ms. Anna Ghasabyan. Language of instruction is English. Students, whose IEPs indicate Bilingual Instructional Services will receive native language support from the alternate placement paraprofessionals who speak their native languages. Parents speaking other languages will be supported by alternate language paraprofessional according to their language needs.

Students will receive services twice a week, every Tuesday and Thursday, for 32 days (language

Part B: Direct Instruction Supplemental Program Information

instruction period), at East Elmhurst Campus site of QTC (752Q@744) from 3:00 – 5:00 p.m. Our entire Title III program will start in November 2014 and end in mid-April 2015.

All our students have different developmental disabilities such as intellectual disability, autism, attention deficit, emotional disturbance, etc. All 12 students who will participate in Title III after school program are in Alternate Assessment program at QTC and participate in classes focusing on functional academic skills, communication, and daily living skills. Some of these students will also participate in Community-Based Learning program where they gain experience they need to enter the world of work upon completing high school.

Following our school's mission to insure that our students graduate with the skills, intrinsic abilities to cope with, and a sufficiently developed work ethic to respond to societal expectations so that they can succeed to their greatest individual potential as functional and wage earning members of their community, and based on the data collected from the above-mentioned tests and student portfolios, our school decided to reinforce instruction of Literacy and Health utilizing innovative technology tools such as smart phones, iPads, camcorder. This year we will purchase an iPad Air and digital camcorder to introduce our students to the new powerful tools to produce exceptional work. Students will have the opportunity to work on different pieces of technology, compare and contrast them and learn how the new features of a digital camcorder and iPad Air can be used to collect, personalize and save the work, create portfolios, video recordings, take pictures to create posters, flyers as part of their projects promoting both healthy eating and exercising.

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

The focus of our Title III supplemental program "Eat Healthy • Be Active • Aim Higher!" is to provide tools and resources to the 21st Century Learners to develop their literacy skills and make right choices in their lifestyle. The individual use of iPads is another way to empower students to maximize their full potential and prepare them for college and the workplace. Technology immersion into education empowers students to take a more active role in their education and become independent learners.

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

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

Teachers can enhance their students' academic success with innovative tools that personalize learning. iOS devices, such as iPad and iPod touch, support education in any subject area—whether the students

Part B: Direct Instruction Supplemental Program Information

are improving their reading fluency, building math skills, or pursuing information sources beyond the classroom. Thanks to these powerful devices, students can enjoy anytime learning with a growing wealth of educational content, Internet resources, digital books, and interactive applications. All at their fingertips. (iOS Devices in Education, Expand learning inside and outside the classroom, www.apple.com/education, 2011)

Students will continue to learn the new functions and features of an iPad, digital camcorder and explore the applications for educational purposes. Students will explore and work on literacy and personal organizational applications such as,

Flashcards App to use for language learning, building vocabulary, or to memorize or study any other list of things.

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

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

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

Sunrise is one of the best-looking calendar apps to set multiple alarms for events and quickly navigate through calendar invites with swipes.

My Fitness Pal to keep track of the food you eat and the activity you do.

Fooducate, a healthy weight loss, food scanner & diet tracker application.

20/20 LifeStyles that lets you monitor your health and fitness goals, and also provides personal 1:1 advice from registered dietitians, fitness trainers and lifestyle coaches.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: The Title III professional development plan at QTC will offer opportunities for our staff members (1 Assistant Principal/Administrator, 1 teacher, 1 paraprofessional) to receive adequate training to provide our ELL population with sufficient support to alleviate their social and academic challenges and meet the goals and objectives set by this program.

The professional development series will enhance the ability of teachers and paraprofessionals participating in the series to understand the challenges ELLs face in school, acquire effective strategies to build and implement rigorous lessons aligned with the Common Core Learning Standards, assess and remediate possible challenging behavior of ELLs and ensure they receive necessary social, emotional, and academic supports to perform at high levels.

There will be six (6) Title III professional development workshops that will take place on alternate Wednesdays throughout the program from 3:00 p.m. - 5:00 p.m. commencing one week prior to the instructional program. The students will not be in attendance during the professional development workshops. The professional development workshops will be provided by the certified ESL teacher Ms. Ghasabyan who just recently completed a year-long rigorous professional development program of the Emerging Leaders (<http://www.newleaders.org/>) strengthening her adult and instructional leadership skills, skills in building sense of efficacy among team members and students focused on hard work and personal responsibility for one's own development, as well as giving and receiving effective feedback.

The professional development activities will address the following critical issues:

1. ELL Overview: challenges and solutions.
2. Instructional Rigor for English Language Learners and NY statewide expectations.
3. Effective practices for teaching content to ELLs in the era of the Common Core Standards, Part 1.
4. Effective practices for teaching content to ELLs in the era of the Common Core Standards, Part 2.
5. Strategies to Prevent and Remediate Challenging Behavior.
6. Reflection activities

Part D: Parental Engagement Activities

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

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

Begin description here:

Our school will invite parents of English Language Learners learn and work along with their children in our Title III program. Parents will have a unique opportunity to collaborate with the students, share their experiences and develop a family healthy eating and exercise plan.

Part D: Parental Engagement Activities

ELL parents will also learn effective ways of supporting their children’s education and improving their language proficiency level, learn about the new Common Core Standards and expectations, continue to develop their technological skills as well as enrich their knowledge on how to make right choices that promote good health and a healthy weight and help prevent diseases.

Parents will also work and learn along with their children how innovative tools such as iPads, smart phones, tablets, SmartBoards enhance their children's academic success, personalize their learning and provide them with the skills and proficiencies necessary for their daily living and workforce the future.

During the period of our Title III program parent will also participate in discussions on such topics as Title III overview and implementation, building collaboration between schools and parents of English Language Learners, Common Core Standards, ARIS Parent Link, iPad Basics, exploring literacy, organizational, fitness and nutrition Apps, etc.

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

Parents will also receive educational resources for their future reference and practice at home as well as certificates of completion of the program.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$8147.08	1 secretary x 3 hours x \$31.12 = \$93.36 1 supervisor x 32 days x 1 hour x \$52.84 = \$1,690.88 1 teacher x 32 days x 2 hours x \$50.50 = \$3,232.00 1 para x 32 days x 2 hours x \$29.05= \$1,859.20

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Professional Development 1 supervisor x 1 hour x 6 sessions x 52.84 = \$317.04 1 teacher trainer x 2 hours x 6 sessions x \$50.50 = \$606.00 1 para x 2 hours x 6 sessions x \$29.05 = \$348.60 Total: \$8147.08
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$0.00	\$0.00
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$2,400.00	1 iPad Air with WiFi x \$670.00 = \$670.00 1 Sony Digital Camcorder \$1200.00 Supplies and materials (Paper, notebooks, pens, pencils, folders, certificates, certificate holders, printer cartridges, PE/fitness materials: stability balls, jump ropes, ping pong, etc.) = \$381.18 Total: \$2,400.00
Educational Software (Object Code 199)	\$402.92	Educational iPad Apps, website registration: \$402.92
Travel	_____	_____
Other	\$250.00	Refreshments for parents: \$250.00
TOTAL	\$11,200.00	\$11,200.00

