2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 75Q752
School Name: QUEENS TRANSITION CENTER
Principal: FRTZY SANNON BROWN
Comprehensive Educational Plan (CEP) Outline

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School Information

School Name: Queens Transition Center  
School Number (DBN): 75Q752

BEDS Code: 30750014752

Grades Served: 9-12

School Address: 142-10 Linden Boulevard, Jamaica, NY 11436

Phone Number: 718-558-2060  
Fax: 718-558-2036

School Contact Person: Fritz Sannon-Brown  
Email Address: fsannon@schools.nyc.gov

Principal: Fritz Sannon-Brown

UFT Chapter Leader: Federico Fraguada

Parents’ Association President: Chakravorty Chandama

SLT Chairperson: Vanessa Faulk

Title I Parent Representative (or Parent Advisory Council Chairperson): N/A

Student Representative(s): Armani Jones  
TartiJaigirdar

CBO Representative: N/A

District Information

Geographical District: 75  
Superintendent: Ketler Louissaint

Superintendent’s Office Address: 400 1 st Avenue, New York, NY 10010

Superintendent’s Email Address: klouiss@schools.nyc.gov

Phone Number: 212-802-1500  
Fax: 212-802-1527

Field Support Center (FSC)
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor’s Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fritzy Sannon-Brown</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Federico Fraguada</td>
<td>*UFT Chapter Leader or Designee</td>
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</tr>
<tr>
<td>Chakravorty Chandama</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Tamula Reid</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Armani Jones</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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</tr>
<tr>
<td>Tartil Jaigirdar</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/CSA</td>
<td></td>
</tr>
<tr>
<td>Vanessa Faulk</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Sheryl Goodman</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<td>---------------------------</td>
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</tr>
<tr>
<td>Sophia Franklin</td>
<td>Member/parent</td>
<td></td>
</tr>
<tr>
<td>Alicia Dookie</td>
<td>Member/parent</td>
<td></td>
</tr>
<tr>
<td>Chakravorty Chandama</td>
<td>Member/parent</td>
<td></td>
</tr>
<tr>
<td>Derrick Crawford</td>
<td>Member/Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th><strong>Rigorous Instruction:</strong> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers:</strong> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
</tr>
<tr>
<td><strong>Effective School Leadership:</strong> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
</tr>
</tbody>
</table>

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)

II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)

III. Systems for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

### Section 4: CEP Overview

1. **What is your school’s mission statement?**

Pursuant to the school’s mission statement, “The Queens Transition Center supports all students in gaining access to, and being successful in their post-secondary lives. It is our mission to ensure that students graduate from this public educational experience with skills, intrinsic abilities and sufficiently developed work ethics. Our commitment to caring helps achieve our goal to provide access for all students ensuring them a quality education, through transition and technology. This allows students to respond to societal expectations which will enable them to succeed as functional, independent, contributing members of their communities.”
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The Queens Transition Center is a District 75 high school with 366 students from grade 9 through grade 12. The school population comprises 55% Black, 28% Hispanic, 7% White, 9% Asian and 1% American Indian/Alaskan Native students. The student body includes 20% English language learners and 100% special education students. Boys account for 69% of the students enrolled and girls account for 31%. The student population includes student in Standardized and Alternately assessed classes. One hundred percent of the students possess and Individual Education Program (IEP).

3. Describe any special student populations and what their specific needs are.

The student population includes students who access Alternate Assessment and Standardized Assessment coursework. One hundred percent of students possess an Individual Education Program (IEP) and they are classified in the following ratios 6:1:1, 8:1:1, 9:1:3 and 12:1:1. Their needs include provisions for access to speech, occupational and physical therapy. Although the population of students at the Queens Transition Center consists of students with multiple disabilities, the school’s focus relies on strengthening the varying “abilities” of our students and providing them with opportunities and experiences which mirror those found in a comprehensive, general education high school.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The elements of the Framework for Great Schools in which our school has made the most progress over the past year are: Rigorous Instruction, Collaborative teachers, Effective School Leadership and supportive environment. The Queens’ Transition Center’s key areas of focus for the 2018-2019 are Trust and Strong-Family Community ties.

In the area of rigorous instruction there was evidence of the following:

- An increase in the percentage of students sitting and passing the Regents exams in comparison to data analyze during the 2016-2017 school year and the 2017-2018 school year.

- An increase in the number of students making inquiries in college and employment opportunities, thus adding the trips to visit Yale, Princeton and City University of New York (CUNY).

- An increase in the participation of students in academic activities such as: The Stock Market game and the District 75 Debate team.

- An increase in the utilization of Technology in every classroom.

In the area of Collaborative teachers there was evidence of the following

- An increase in the positive interactions and collaborations between our Inclusion teachers and their General Education Colleagues.

In the area of Supportive Environment & Trust there was evidence of the following

- An increase in sports opportunities such as: basketball (CHAMPS/PSAL), flag football, and running (NY. Road Runners/ Mighty Milers).

- An increase of participants engaging in the STEP ahead after school program for career readiness (winners of entrepreneurship competition summer 2014).

- An increase in the number of community-based organization partnerships to support social emotional growth such as STEP USA, and Shades of Beauty.
• An increase in the student participation in the ARTS. Specifically visual arts and music and introduction of music for our students with Autism such as: Music That Heals program and the addition of a licensed music/special educator to staff.

• The addition of the Getting Ready to Learn (GRTL) yoga program physical fitness for setting that build attention, awareness, physical relaxation, and sensory balance for our students on the Autism spectrum disorder and the expansion of the program to the Elmhurst Educational Campus.
School Demographics and Accountability Snapshot for 75Q752

Grade Configuration: 09,10,11,12,SE
Total Enrollment (2017-18): 384
SIG Recipient (Y/N): No

Economically Disadvantaged Students with Disabilities
- White
- Hispanic or Latino
- American Indian or Alaska Native

Economically Disadvantaged Students
- White
- Hispanic or Latino
- American Indian or Alaska Native

Focus District
- In Good Standing
- Reward
- Regents
- 4 Year Graduation Rate
- Global History Performance
- ELA Performance at levels 3 & 4
- Science Performance at levels 3 & 4 (4th Grade)
- Average Teacher Absences
- % Teaching Out of Certification
- % Attendance Rate
- % Reduced Lunch
- % Students with Disabilities
- % Black or African American
- % Asian or Native Hawaiian/Pacific Islander
- % Multi-Racial
- % Multi-Ethnic
- % Limited English Proficient
- % Title I Population
- # Dance
- # Drama
- # Music
- # CTE
- # Integrated Collaborative Teaching (ELA)
- # Integrated Collaborative Teaching (Math)
- # Special Classes (ELA)
- # Special Classes (Math)
- # SETSS (ELA)
- # SETSS (Math)
- Types and Number of Special Classes
- SUSD Eligible for Federal Programs
- # of Assistant Principals (2016-17)
- # of Teachers with No Valid Teaching Certificate
- Average Teacher Absences (2014-15)
- Graduation Rate
- Dual Language
- Students with Disabilities
- Limited English Proficient
- Multi-Ethnic
- Multi-Racial
- SIG Recipient
- ALL STUDENTS

Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)
Elementary/Middle School
- Met Adequate Yearly Progress (AYP) in ELA (2016-17)
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
- Met Adequate Yearly Progress (AYP) in Science (2016-17)

High School
- Met Adequate Yearly Progress (AYP) in ELA (2016-17)
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
- Met Adequate Yearly Progress (AYP) in Graduation (2016-17)
### Section 5: Needs Assessment, Annual Goals, and Action Plans

#### Section 5A – Framework for Great Schools Element – Rigorous Instruction

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

#### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
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</tbody>
</table>

Throughout the Queens Transition Center (QTC), there is a shared school-wide belief that links rigor with the use of Webb’s Depth of Knowledge (DOK) categories. During the 2013-2014 and 2014-2015 school years, members of the QTC Instructional Cabinet (IC) and staff members from the QTC community, continue to reinforce defining “rigor” for all populations of the student body. Teachers continue to utilize the DOK categories to assist students to actively engage in intellectual activities that are challenging, differentiated, and age appropriate. In addition, data from the ADVANCE teacher evaluation system was aggregated and resulted in the QTC Instructional Cabinet to embed additional strategies to address “discussion & questioning techniques” and “designing coherent Instruction” to ensure that high standards are set in every classroom and lessons are Common Core aligned. During the 2015-2016 school year, staff members looked at best practices of the school, trends and systems and attempted to align school information with the DOS’ Capacity framework. This enabled staff members to discuss potential goals for the 2017-2018 school year. The goals for the 2018-2019 school year will continue to focus on building the capacity of all stakeholders and allowed staff members to utilize the data from the Quality Review of 2017-2018 to impact student outcomes.

Lastly, the QTC community continues to strive to focus on activities aligned to the Department of Education’s “Shared Path to Success”, the “multi-phase initiative, focusing on preparing all students to graduate from high school fully prepared for college, careers, and independent living”. This includes counselors and school staff engaging in systems of on-going transcript review, on-going review of Regents requirements and ongoing review of Career Development Occupational Standards (CDOS).

Based on the feedback from the 2017-2018 Quality Review, the priority areas needs that will continue to be addressed includes:

- Assuring that teachers are producing and utilizing higher-order work products across grades and subject areas.
- Ensuring the availability of sufficient evidence of tiered supports to monitor progress for struggling learners and increasing the monitoring of instructional planning to increase continuity across all classrooms and disciplines.
- Increasing the utilization of higher work products across all classrooms.

#### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Details</th>
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<tbody>
<tr>
<td>Assuring that teachers are producing and utilizing higher-order</td>
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<tr>
<td>work products across grades and subject areas.</td>
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<tr>
<td>Ensuring the availability of sufficient evidence of tiered supports</td>
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<td>to monitor progress for struggling learners and increasing the</td>
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<tr>
<td>monitoring of instructional planning to increase continuity across</td>
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<tr>
<td>all classrooms and disciplines.</td>
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<tr>
<td>Increasing the utilization of higher work products across all</td>
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<tr>
<td>classrooms.</td>
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</table>
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

| By June 2019, there will be a 50% increase in the instructional staff’s utilization of higher-order work products to increase student outcomes by 10%, as evidenced by summative data from Student Assessment Need Determination Inventory (SANDI), Formative Assessment of Standard Tasks (FAST), Regents and the Advance teacher evaluation system. |
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teachers, new teachers, Teachers rated ineffective, and developing</td>
<td>Sept 2018 - June 2019</td>
<td>School-based coach, Instructional cabinet, School administrators, teachers, related service providers, Parent coordinator</td>
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</tbody>
</table>

Continue to identify staff professional development needs via the needs assessment protocol. Continue to create internal workshops and seek external training opportunities for staff as per their needs assessment. Continue to conduct formal and informal observations to maintain effective pedagogy. Continue to encourage and schedule inter-teacher visitations. Continue to provide professional development opportunities provided to school staff by administrators, coaches and presenters. Allow opportunities for teachers to engage in protocols to look at student work and their alignment to Common Core Learning standards and in order to inform pedagogy Core Learning standards and Career Development Occupational Credentials to inform pedagogy. The aforementioned strategies will help support classroom staff in increasing higher order work products as reflected by teacher observations and informal classroom visits.

Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SI, students in temporary housing, include differentiated instructional workshops. Continued expansion of Academic Intervention Services. Continue to provide actionable feedback to students that will be given according to their areas of improvement, as per student needs. Continued collaborations with community-based organizations.

| English Language Learners and students, over aged-under-credited | September 2018 - June 2019 | School-based coach, Instructional cabinet, School administrators, teachers, related service providers, Parent coordinator |

Strategies to increase parent engagement include the implementation of technology to include parents of all of the school's population to be involved in the learning process. Counseling staff, teaching staff and student council members will collaborate on activities to help support parent engagement.

| all standard and alternately assessed students | September 2018 - June 2019 | School-based coach, Instructional cabinet, School administrators, teachers, related service providers, Parent coordinator |

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will be conducting monthly workshops and sending home information on tour school's expectations. This will be ongoing throughout the school year September 2018-June 2019. Parents will also be invited to IEP meetings where this information will also be shared.

**Part 4 – Budget and Resource Alignment**

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

Resources include the support from community based organizations, adjustments to the staff schedules, the addition of common core aligned curriculum, the adjustment of student schedules

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

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<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title I TA</th>
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<th></th>
<th>Title II, Part A</th>
<th>X</th>
<th>Title III, Part A</th>
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<th></th>
<th>Title III, Immigrant</th>
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<tbody>
<tr>
<td>X</td>
<td>C4E</td>
<td>]</td>
<td>21st Century Grant</td>
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<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td></td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

In February 2019, progress will be monitored by aggregating results from the Advance teacher evaluation system during the mid-year conferences. The data collected at the mid-point range represent 50% of the overall data.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

The instrument of measure will be the Measure of Teacher Practice observation reports from the Advance Web application

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
## Section 5: Needs Assessment, Annual Goals, and Action Plans

### Section 5B – Framework for Great Schools Element – Supportive Environment

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

#### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
<td>The Queens Transition Center strives to continue to promote a culture for learning that communicates high expectations to staff, students, and families, and in a supportive environment to achieve those expectations. On-going classroom observations are conducted to ensure that teachers are cognitively challenging students, addressing their behaviors in and out the classroom environment and guiding students towards positive social interactions. During the 2017-2018 school year, data collected from the school’s Positive Behavior Intervention Support (PBIS) committee, Online Occurrence Reporting System (OORS) data, and School Wide Information System (SWIS) data are aggregated on a monthly basis to look at trends and changes in any specific patterns related to supporting the environment. The data collected have been used to get a snap-shot of the current behavioral trends needing to be addressed based on feedback from the 2017-2018 Quality Review report.</td>
</tr>
</tbody>
</table>

#### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</td>
<td>By June 2019, The Queens Transition Center will create a supportive environment through teaching and recognizing positive behavior that results in a 15% reduction in school-wide incidents as compared to the summative OORS data collected during the 2017-2018 school year.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teachers, new teachers, Paraprofessionals</td>
<td>September 2018 - June 2019</td>
<td>School-based coach, Instructional cabinet, School administrators, teachers, related service providers, Parent coordinator</td>
</tr>
</tbody>
</table>

Continue to identify staff professional development needs via the needs assessment protocol. Continue to create internal workshops and seek external training opportunities for staff as per their needs assessment. Allow the PBIS committee to turn key information to Teacher-team meetings... Continue to encourage and schedule inter-teacher visitations. Continue to provide professional development opportunities provided to school staff by QTC administrators, coaches and presenters. Allow opportunities for teachers to create and engage in protocols to look at intervention strategies to support social-emotional growth. Pair teacher with members of the Dean staff to aggregate behavioral data /reports.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Parents have always and will continue to be invited to various school-wide opportunities to promote a supportive environment.

### Part 4 – Budget and Resource Alignment

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

Resources include the support from community-based organizations, adjustments to the staff schedules, the addition of common core aligned curriculum, the adjustment of student schedules.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<td>-</td>
<td>C4E</td>
<td>21st Century Grant</td>
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### Part 5 – Progress Monitoring

2018-19 CEP
**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By November 2018, The Queens Transition Center will create a supportive environment through teaching and recognizing positive behavior that results in a 5% reduction in school-wide incidents as compared to the summative OORS data collected during the 2017-2018 school year.

By February 2019, The Queens Transition Center will create a supportive environment through teaching and recognizing positive behavior that results in a 10% reduction in school-wide incidents as compared to the summative OORS data collected during the 2017-2018 school year.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

The Online Occurrence Reporting System (OORS) reports will be used to assess progress. Data from the Weighted Index Exemption Process (W.I.E.P.) will also be aggregated.

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The Queens Transition Center’s school community continues to articulate a vision that professional collaboration successfully impacts student outcomes. The school’s mantra, given the multi-sited, multi-faced nature of the organization continues to be “One School, One Voice” which is intended to promote togetherness, unity, and collaboration.

Each year school leaders evaluate current structures and activities and make the necessary adjustments to increase the impact of the work within the school community. The QTC community aligns their teacher team activities aligned to The Department of Education’s “Citywide Instructional Expectations” specifically “collaborative professional learning”. This initiative allowed our school to create activities which refines, continues to develop and deepens the work our school engages in regarding to collaborative professional learning. The Queens Transition Center’s Teacher teams are structured to address the rationale to systematically analyze key elements of classroom practice and build instructional coherence throughout the school community. Teachers engage with the Danielson’s Framework for Teaching, the DOE’s College and Career Readiness Benchmarks, the Four Pillars of Student Achievement and The Framework for Great Schools. By utilizing strategic work protocols, assessment data, student work samples and collaborative inquiry, teachers are able to make informed instructional decisions, impact student achievement and engage in the process of shared-decision making to increase student outcomes.

Based on the school’s needs assessment the priority needs that will be addressed includes:

Assuring that new teachers and those rated ineffective or developing are paired with those teachers engaging in structured, collaborative inquiry

Increase the structured collaborations to include social/emotional goal creation to support academic success.

Lastly, The Queens Transition Center’s SLT will utilize summative information from student assessments, OORS data and parental engagement activities from the 2017-2018 school year, to look at gaps between the current state of the school and the school’s mission for the future. The SLT will then create a flow chart or priority list to set short and long term goals for the current school year and discuss actions steps and selecting new programs and innovations to close the gap. The SLT will also revisit the school’s mission and vision statement to describe the school’s current state and revisit how to message to schools vision and mission to the community at large.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, there will be a 60% increase in the instructional staff’s collaboration with the counseling staff on the utilization of collaborative inquiry strategies to decrease negative social-emotional outcomes by 10%, as evidenced by summative data from SWIS, OORS and teacher incident reports.
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |

| Target Group(s) Who will be targeted? |
| Classroom teachers, new teachers, Paraprofessionals |

| Timeline What is the start and end date? |
| September 2018 - June 2019 |

| Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
| School-based coach, Instructional cabinet, School administrators, teachers, related service providers, Parent coordinator |

Continue to identify staff professional development needs via the needs assessment protocol. Continue to create internal workshops and seek external training opportunities for staff as per their needs assessment. Allow the counseling staff to turn key information to Teacher-team meetings. Continue to encourage and schedule inter-teacher visitations. Continue to provide professional development opportunities provided to school staff by QTC administrators, coaches and presenters. Allow opportunities for teachers to create and engage in protocols to look at intervention strategies to support social-emotional growth. Pair teacher teams with members of the counseling staff to aggregate behavioral data/reports.

Provide training on suspensions, Manifestation Determination Reviews (MDRs), Therapeutic crisis Intervention and Life Space Crisis Intervention (LSCI)

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Our school will be utilizing the newly formed initiative of the College Access for All program to engage parents on their childrens' instructional progress towards College readiness and Transition.

**Part 4 – Budget and Resource Alignment**

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

Resources include the support from community –based organizations, adjustments to the staff schedules, the addition of common core aligned curriculum, the adjustment of student schedules.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
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</table>

Part 5 – Progress Monitoring

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

By November 2018, there will be a 20% increase in the instructional staff’s collaboration with the counseling staff on the utilization of collaborative inquiry strategies to decrease negative social -emotional outcomes by 10%, as evidenced by summative data from SWIS, OORS and teacher incident reports.

By February 2019, there will be a 40% increase in the instructional staff’s collaboration with the counseling staff on the utilization of collaborative inquiry strategies to decrease negative social -emotional outcomes by 10%, as evidenced by summative data from SWIS, OORS and teacher incident reports.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

School Wide Information System reports will be utilized as the instrument of measure.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
<td></td>
</tr>
</tbody>
</table>

Data collected from the Administrative goals, aligned with feedback from the 2017-2018 Quality Review Report and the Principal Performance Observation visits was utilized to ascertain that the nurturing of staff and teachers supported the social emotional development of our students to increase student achievement.

### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 50% of observations conducted will earn an effective or highly effective in domain 1, competency E, designing coherent instruction as compared to the aggregated 2017-2018 data from the overall component score in the Advance Web Application.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

1. Identify administrative professional development needs via needs assessment protocol and years of service in area of supervision. Create internal workshops and seek external training opportunities for admin/teachers as per their needs assessment. Highlight best practices during faculty conferences, teacher team meetings and cabinet meetings. Encourage and schedule inter-visitations with other District 75 schools. Encourage staff to be active and visible in committee meetings. Maintain open communication with staff. Allow teachers to participate in opportunities for inter-visitations.

   Professional development opportunities provided to school staff by QTC administrators, coaches and presenters

   Collaborative School Team Instructional Leadership (STIL), to reinforce skills and strategies aligned to the CCLS and CDOS

| All QTC administrators, all classroom teachers and support staff | September 2018 - June 2019 | School administration, teachers, community based partner organizations |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Stakeholders will be invited to be part of the various school committees and attend forums/workshops to ensure that they are part of the Effective School leadership goal. This includes the School Leadership Team, the Instructional cabinet and the teacher-team meetings.

### Part 4 – Budget and Resource Alignment

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

Resources include the support from community–based organizations, adjustments to the staff schedules, the addition of common core aligned curriculum, the adjustment of student schedules.

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

| X | Tax Levy | || Title I SWP | || Title I TA | || Title II, Part A | X | Title III, Part A | || Title III, Immigrant |
Part 5 – Progress Monitoring

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

By November 2018, 15% of observations conducted will earn an effective or highly effective in domain 1, competency E, designing coherent instruction as compared to the aggregated 2017-2018 data from the overall component score in the Advance Web Application.

By February 2019, 30% of observations conducted will earn an effective or highly effective in domain 1, competency E, designing coherent instruction as compared to the aggregated 2017-2018 data from the overall component score in the Advance Web Application.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

The Advance Teacher Evaluation final Measure of Student Learning reports will be the instrument of measure.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

During the 2017-2018 school year, an informal needs assessment was conducted and the QTC community aggregated attendance data from SLT sign in sheets, teacher teams sheets, teacher conference notes and attendance from school-wide functions. All summative data was collected as of June 2018. Data from the 2017-2018 Quality Review was reviewed to set benchmarks for the upcoming school year of 2018-2019. The data continues to reflect a decrease in the percentage of parent participation on the school level which indicated that additional outreach efforts are needed to bridge the connections between school and home.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, there will be an increase in the implementation of QTC school-wide activities that will result in a 10% increase of parent and community engagement as compared to the summative data collected during the 2017-2018 school year.
Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue the creation of opportunities for parents to attend external events and conferences supporting student outcomes. Continue to provide parent and guardian training to increase knowledge and awareness of post-secondary outcomes and Transition. Parent Coordinator will continue to collaborate with the Transition Linkage coordinator to conduct parent workshops and trainings. 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.</td>
<td>Parents of QTC students attending all sites</td>
<td>September 2018 - June 2019</td>
<td>School-based coach, Instructional cabinet, School administrators, teachers, related service providers, Parent coordinator</td>
</tr>
<tr>
<td>To engaging families to support their understanding of “rigorous instruction”, strategies include but are not limited to:</td>
<td>Parents and Guardians of all QTC student</td>
<td>September 2018 - June 2019</td>
<td>School-based coach, Instructional cabinet, School administrators, teachers, related service providers, Parent coordinator</td>
</tr>
<tr>
<td>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. Expand parent outreach newsletters. Continue to attempt to increase the membership of the PTA for all sites. Continue to provide additional parent support by increasing collaborations with outside partnerships. Continue the attempt to recruit additional members to increase the parent membership on the School Leadership Team (SLT).</td>
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</table>

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

DPWDD, Young Adult Institute (YAI) STEP USA, Harlem Magic Masters

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Resources include the support from community–based organizations, adjustments to the staff schedules, the addition of common core aligned curriculum, the adjustment of student schedules.

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

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<td>Other</td>
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</table>

**Part 5 – Progress Monitoring**

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

- By November 2018, there will be an increase in the implementation of QTC school-wide activities that will result in a 3% increase of parent and community engagement as compared to the summative data collected during the 2017-2018 school year.
- By February 2019, there will be an increase in the implementation of QTC school-wide activities that will result in a 6% increase of parent and community engagement as compared to the summative data collected during the 2017-2018 school year.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

The Department of Education’s Learning Environment Survey (LES) will be the instrument of measure.

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Formative data from Ed performance/SANDI which indicates those students falling below their individual targeted goals.</td>
<td>Homework help and test prep</td>
<td>Small group and one-to-one</td>
<td>During school day</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Formative data from Ed performance/SANDI which indicates those students falling below their individual targeted goals.</td>
<td>Homework help and test prep</td>
<td>Small group and one-to-one</td>
<td>During school day</td>
</tr>
<tr>
<td>Science</td>
<td>Formative data from Ed performance/SANDI which indicates those students falling below their individual targeted goals.</td>
<td>Homework help and test prep</td>
<td>Small group and one-to-one</td>
<td>During school day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Formative data from Ed performance/SANDI which indicates those students falling below their individual targeted goals.</td>
<td>Homework help and test prep</td>
<td>Small group and one-to-one</td>
<td>During school day</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Formative data from OORS reports, SWIS and students who have Behavior Ripple Effects Behavior Management</td>
<td>Small group and one-to-one</td>
<td>During school day</td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th>Intervention Plans</th>
<th>Peer mediation, Anger Management, Shades of Beauty</th>
</tr>
</thead>
</table>


### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

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

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>h/a</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>11</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
We have aligned resources to support students to assist with clothing, toiletries, support groups and workshops to foster a supportive environment and increase attendance.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).

n/a
### Section 8: Title I Program Information

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

#### Part 1: Title I Status

<table>
<thead>
<tr>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>X</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

#### Part 2: All Title I Schools

##### 2a. Highly Qualified Teachers (HQT)

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

N/A - Not Title 1 school

##### 2b. High Quality and Ongoing Professional Development

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

N/A - Not Title 1 school

#### Part 3: TA Schools Only

##### 3a. Use of Program Resources

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

N/A - Not Title 1 school

##### 3b. TA Coordination with the Regular Program

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

N/A - Not Title 1 school
### Part 4: SWP Schools Only

#### 4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

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

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>

#### 4c. “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts))</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$0</td>
<td>[ ] [ ] [ ]</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$0</td>
<td>[ ] [ ] [ ]</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$0</td>
<td>[ ] [ ] [ ]</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$0</td>
<td>[ ] [ ] [ ]</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$0</td>
<td>[ ] [ ] [ ]</td>
</tr>
</tbody>
</table>

1. **Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.
Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Queens Transition Center, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Queens Transition Center will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision-making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement

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### Parental Involvement and School Quality

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;

- 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;

### Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- Providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### School-Parent Compact (SPC)

Queens Transition Center, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for...
improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

● sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

● supporting parental involvement activities as requested by parents;

● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;
II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
follow the school rules and be responsible for my actions;

show respect for myself, other people and property;

try to resolve disagreements or conflicts peacefully;

Always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 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. Any updates or revisions to this plan must be made through the [iPlan portal](http://schools.nyc.gov/Academics/ELL/default.htm) by June 30.

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**Part A: School Information**

<table>
<thead>
<tr>
<th>Name of School: ____</th>
<th>DBN: ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
</tbody>
</table>

**Part B: Direct Instruction Supplemental Program Information**

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th>Before school</th>
<th>After school</th>
<th>Saturday academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of ELLs to be served: ____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
<td>K</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
# Part B: Direct Instruction Supplemental Program Information

| 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 420 students in grades 9 to 12, 112 of whom are ELLs. 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 27% 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 74 English Language Learners (ELLs), which is 19% of our total school population. Seventy-four ELLs participated in 2016-2017 NYSESLAT to determine their language proficiency level. All 15 students entitled to Bilingual Instructional Services as per their IEP receive ENL services supported by alternate language paraprofessionals in their native language. QTC endeavors to provide our ELLs with the units of ENL services pursuant to CR Part 154 mandates as much as it is possible within the confines of staffing and student placement. The ENL services are provided by two New York State certified ENL teachers, Ms. Anna Ghasabayan, holding a professional certificate, and Konstantyn Cybura, holding Initial certificate, through Stand Alone and Integrated ENL models of instruction.

To ensure that students meet the standards and pass the required state and local assessments, ENL 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 ENL 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.

Every spring, all ELLs are administered New York State English as a Second Language Achievement Test (NYSESLAT) to assess their English proficiency. NYSESLAT is a state-mandated test to measure the proficiency and growth in English language acquisition of the ELLs. The 2017 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 2018 test results, 66 students scored at Entering level, 21 students scored at...
Part B: Direct Instruction Supplemental Program Information

Emerging level, 13 at Transitioning, and 12 at Expanding level. Twenty-five (25) students showed significant progress in mastering cognitive academic language skills in English and scored one proficiency level higher or moved up on the Proficiency Level Continuum in 2018 NYSESLAT as compared to 2017 NYSESLAT results. Students who participated in 2017-2018 Title III after school program also showed big progress in English language learning: 2 students scored from Transitioning to Expanding level.

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, ENL 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 ENL 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 ENL teacher. Professional development workshops and parent workshops will also be provided by ENL teacher Ms. Anna Ghasabyan. Language of instruction is English. Students, whose IEPs indicate Bilingual Instructional Services will receive home 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 Friday, for 28 days (language instruction period), at the (Elmhurst Educational Campus (EEC) off-site of the QTC from 3:00 – 5:00 p.m. Our entire Title III program "Robots in Our Lives" will start in February 2019 and end in May 2019.

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.

Based on the data collected from student assessments, portfolios, and student interests, our school decided to reinforce literacy instruction through STEM program utilizing innovative technology tools such as smart phones, iPads, laptops, gizmos and gadget kits.

STEM is a popular acronym that stands for Science, Technology, Engineering, and Mathematics. Journal of Special Education Technologies highlights the need of highly trained individuals to compete in the STEM workforce. According to the National Science Foundation, individuals with disabilities are employed in only 5–6% of the U.S. STEM jobs. Educators are encouraged to provide accessible and relevant instruction in STEM at the secondary and post-secondary levels including helping students with disabilities participate and progress in STEM curricula. Whether it is to support students with learning, sensory, or physical disabilities in pursuing careers in STEM or to incorporate elements of STEM curricula for students with intellectual or behavioral challenges, innovative technology tools offer students with disabilities opportunities to be successful. (Students with Disabilities Can Participate and Succeed in STEM Education, Technology and Media Division of the Council for Exceptional Children, www.tamcec.org).

Recent studies published in the Journal of Autism and Development Disorders indicate students with autism naturally gravitate toward majors in STEM-related fields at even higher rates than
Part B: Direct Instruction Supplemental Program Information


Our English Language Learners come from different backgrounds and have different learning styles, academic and social-emotional and behavioral needs. Therefore, the universal design of instruction is the key for success for all students. Our after school program is specifically designed to make the lectures, discussions, visual aids, videos, tech tools, printed materials, web resources and hands-on work accessible to all our students.

QTC will purchase Littlebits Electronics STEM Learning kits, new generation iPads to introduce our students to the modern-day innovative tools to create exceptional work of their own and develop skills, knowledge and confidence to be prepared for and excel in the contemporary competitive world.

Our school will use the motivational effects of robotics to teach students Computer Science, Science, Technology, Engineering, and Mathematics (CS-STEM). Students will engage in problem solving, creative thinking and collaboration through invention-based learning and developing content core vocabulary and mastering their reading skills. These programs are designed in partnership with educators to incorporate NGSSs and Common Core in curriculum. Students will learn how to design robots and use iPads to code the robots to perform different tasks. Students will download and use Littlebits Invent App to complete these activities. ENL instruction will be designed on the principles of the Universal Design for Learning and incorporating educational resources from Reading Rockets, http://www.readingrockets.org/, You for Youth https://y4y.ed.gov/learn/stem/introduction/stem-literacy, National Education Association http://www.nea.org/tools/lessons/stem-resources.html, National Math + Science Initiative http://www.nms.org/blog/tabid/58/postid/213/ela-stem-developing-literacy-with-math-and-science.aspx, Science Buddies http://www.sciencebuddies.org/.

Part C: Professional Development

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

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

Begin description here: ____

The Title III professional development plan at QTC will offer opportunities for our staff members (1 Assistant Principal/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 Thursdays 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 ENL teacher Ms. Ghasabyan who has completed a year-long rigorous professional
Part C: Professional Development

development program of the Emerging Leaders (http://www.newleaders.org/) strengthening her
ducement 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 State-wide expectations. 3. Effective practices for teaching science,
technology, engineering and math (STEM) to ELLs, Part 1. 4. Effective practices for teaching
science, technology, engineering and math (STEM) to ELLs, 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 on Tuesdays and Fridays from 3:00-
5:00 pm to our Title III after school program to learn and work alongside with their children.
Parents will have a unique opportunity to collaborate with the students, develop computer and
smart tech skills and share their experiences. 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, STEM content areas and develop new smart
technological skills to enhance their English language proficiency level and content area
knowledge.

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

During the period of our Title III program parents 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, STEM programs for ELLs,
iPad Basics, exploring literacy, organizational, educational 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 parent's preferred
language as stated in a student's IEP. The interpretation / translation services will be in place to
provide the parents of ELLs with all necessary information in their preferred language. All the
necessary information, letters, handbooks, IEPs and other documents will be translated either
orally (by phone or in person) or in written from the New York City Department of Education
website 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.

<table>
<thead>
<tr>
<th>Allocation Amount: $</th>
<th></th>
</tr>
</thead>
</table>

## Budget Category

### Professional salaries (schools must account for fringe benefits)
- **Per session**
- **Per diem**

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
</table>
| Professional salaries | $10,010.17 | 1 secretary x 10 hours x $37.37 = $373.70
1 supervisor x 28 days x 1.5 hour x $63.45 = $2,664.90
1 teacher x 28 days x 2 hours x $60.65 = $3,396.40
1 para x 28 days x 2 hours x $34.73 = $1,944.88
Professional Development
1 supervisor x 1.5 hour x 6 sessions x 63.45 = $571.05
1 teacher trainer x 2 hours x 6 sessions x $60.65 = $727.80
1 para trainee x 2 hours x 6 sessions x $27.62 = $331.44
Total: $10,010.17 |

### Purchased services
- High quality staff and curriculum development contracts.

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchased services</td>
<td>0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

### Supplies and materials
- Must be supplemental.
- Additional curricula, instructional materials.
- Must be clearly listed.

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures</th>
</tr>
</thead>
</table>
| Supplies and materials | $1,955.83 | 2 iPads air x $400.00 = $800.00
1 color laser printer x 400 = $400.00
3 Littlebits STEM kits x $200.00 = $600.00
Classroom supplies $155.83
Total: $1955.83 |

### Educational Software (Object Code 199)

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>$150</td>
<td>Educational iPad Apps, website registration, flash drives for parents: $150</td>
</tr>
</tbody>
</table>

### Travel

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Other

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>$250</td>
<td>Refreshments for parents: $250</td>
</tr>
</tbody>
</table>

### TOTAL

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>$12,366.00</td>
<td>$12,366.00</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>Queens</td>
<td>752</td>
</tr>
</tbody>
</table>

School Name: Queens Transition Center

B. Language Allocation Policy Team Composition

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

- Principal: Fritzy Sannon-Brown
- Assistant Principal: Michael D’Arienzo
- Coach: Erma Bonaparte
- School Counselor: Cilena Stephen
- ENL/Subject Area: Anna Ghasabyan
- Teacher/Subject Area: Pascualita Garcia-Keehner / Sc
- Parent: Angelina Randolph
- Teacher/Subject Area: type here
- Parent Coordinator: Joanne Taylor
- Related-Service Provider: type here
- Superintendent: Kelter Louissaint
- Other (Name and Title): type here

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Certification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL teachers currently teaching in the ENL program</td>
<td>2</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs applicable to grades 7–12</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>N/A</td>
<td></td>
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<td></td>
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<td>0</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>N/A</td>
<td></td>
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<td></td>
<td>0</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>N/A</td>
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<td></td>
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<td>0</td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

In compliance with NCLB, I.D.E.A., and Part 200, students with severe disabilities are administered the New York State Alternate Assessment (NYSAA), SANDI-FAST. 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:

- NYSITELL
- NYSESLAT
- NYSAA
- SANDI
- Progress Reports

2. What structures do you have in place to support this effort?
Teachers receive coaching and support from our School-Based Coach and Testing Coordinator. Teachers work individually and in collaborative teams to test students and use data to plan their instruction.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
The ENL and content area teachers who deliver instruction to our ELLs continuously assess students’ progress by collecting evidence of student learning and need for mid-course changes that are systematically implemented across the program. Our ELLs participate in the NYSESLAT yearly testing. The 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 RLAT report to receive the last three years’ NYSESLAT scale scores as well as each student’s modality results for reading/writing and speaking/listening.

Our ELLs also participate in SANDI-FAST online Alternate Assessment for students with disabilities aligned with ELA, Math, Social Studies, Science NYS CCLSs, Emotional, Behavioral, Transition-Education, Employment, Transition-Community. SANDI-FAST also assesses student’s fine motor, gross motor skills, and adaptive daily living skills as baseline/benchmark assessment. 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. What structures do you have in place to address interventions once the summative data has been gathered?
Summative data is used to design a differentiated individualized instruction for every ELL to ensure they actively and adequately participate in all academic classes.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
P752Q is a high school.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
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, RLAT, HISE).
In 2017-2018 school year, 9 students were administered NYSITELL, and all nine students scored at the Entering Level. Based on NYSESLAT 2018 test results, 66 students scored at the Entering level, 21 students scored at the Emerging level, 13 at the Transitioning and 12 at the Expanding level.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Our ENL teacher closely collaborates with content area classroom teachers as well as share data and their professional opinion during teacher team meetings. Collaboratively, they design differentiated lessons that support every student’s academic and language needs.

Part IV: ELL Programming
### Programming and Scheduling Information

<table>
<thead>
<tr>
<th></th>
<th>How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Freestanding ENL program.</td>
</tr>
<tr>
<td></td>
<td>P752Q offers freestanding English as a new language (ENL) programs providing instruction in English with home language support, emphasizing English language acquisition. As per CR Part 154, there are 2 types of ENL: Stand-alone ENL - instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher, and, Integrated ENL: instruction to build English language skills through content area instruction. It is delivered by co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). This method of integrated ENL instruction includes content area subject matter and English language development using ENL strategies.</td>
</tr>
<tr>
<td>b.</td>
<td>TBE program. <em>If applicable.</em></td>
</tr>
<tr>
<td></td>
<td>P752Q features ENL program only.</td>
</tr>
<tr>
<td>c.</td>
<td>DL program. <em>If applicable.</em></td>
</tr>
<tr>
<td></td>
<td>P752Q features ENL program only.</td>
</tr>
</tbody>
</table>

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?  
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our ELLs are serviced by two New York State certified ENL teachers through freestanding stand-alone ENL and integrated ENL programs. The language of instruction is English with native language support. Other staff servicing the ELLs include bilingual paraprofessionals (Spanish, Bengali, Chinese, Haitian Creole, Hindi 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 ENL services, plus an Alternate Placement Paraprofessional, who speaks the student’s native language and English. As per CR Part 154 mandates our school provides ENL program based on a student’s English language proficiency level, as identified by the NYSESLAT, as follows:

(i) **Entering:** Students receive at least three units of study or its equivalent of English as a New Language instruction. At least one unit of study or its equivalent is Stand-alone English as a New Language instruction; at least one unit of study or its equivalent is Integrated English as a New Language in core content; and one unit of study or its equivalent shall be either Integrated English as a New Language or Stand-alone English as a New Language instruction.

(ii) **Emerging:** Students receive at least two units of study or its equivalent of English as a New Language instruction. At least one half of a unit of study or its equivalent shall be in Stand-alone English as a New Language, at least one unit of study or its equivalent shall be Integrated English as a New Language in core content instruction, and one half of a unit of study or its equivalent shall be either Integrated English as a New Language or Stand-alone English as New Language instruction.

(iii) **Transitioning:** Students receive at least one unit of study or its equivalent of English as a New Language Instruction. At least one half of a unit of study or its equivalent is in Integrated English as a New Language instruction and at least one half of a unit of study or its equivalent is either Integrated English as a New Language instruction or Stand-alone English as a New Language instruction.

(iv) **Expanding:** Students receive at least one unit of study or its equivalent of Integrated English as New Language instruction.

(v) **Commanding:** For at least two school years following the school year in which a student is exited from English Language Learner status.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
At P752Q, the ENL instruction uses the core content curriculum as the base for English as a New Language. The instruction is aligned with the New Language Arts Progressions (NLAP) and Home Language Arts Progressions (HLAP) aligned with the NYS Common Core Learning Standards. P752Q also provides ENL services during summer school program, and implements Title III supplemental program.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Students whose IEPs mandate for bilingual instruction receive ENL services with home language support provided by alternate placement language paraprofessionals.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

Newcomers receive tutoring, a buddy student, and a nurturing environment to facilitate language production. This school year we will also have Title III after school instructional program where our ELLs receive differentiated instruction utilizing iPad applications addressing the different needs of our students and their learning styles. Currently we have 34 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 10 students with interrupted formal education (SIFE) at 752Q. In order to recognize and address the presence of SIFE, we carefully review the transcripts and/or student records when available, organize structured interviews with students and family members to determine whether the student is an immigrant (born in a country other than the USA or its territories), and come from a home where a language other than English is spoken, and enters a US school after grade two having two years less schooling than their peers, functioning at least two years below expected grade level in reading and in mathematics, and being preliterate in their first language. To accommodate the needs of SIFE our school will use the following strategies:
   ● Cooperative learning groups where students of all levels can contribute
   ● Modeling learning strategies that facilitate language and content instruction
   ● Multiple teaching and assessment methods that support individualized education
   ● Native language support
   ● Staff support and development

Long-term ELLs continue to receive services that are provided through freestanding standalon and integrated ENL programs as well as sheltered English language programs where they receive services from monolingual teachers who have been trained in ENL methodologies and strategies until they reach the language proficiency level to be moved into a monolingual classroom setting without ENL services. To ensure that ELLs with disabilities meet the standards and pass the required state and local assessments, the ENL instruction follows the NYS NLA standards and alternate grade level indicators (AGLIs) from the NYS ELA and Career Development and Occupational Studies and utilizes ENL 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 ENL 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
ENL services according to the IEP will be supported for two years with ENL services. For the students who have proficiency in the NYSESLAT, a two-year transition plan with related services will be implemented. 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 core content knowledge by utilizing iPads and other tech tools. The program supports the curriculum and, therefore, the standards. In response to the State citation, 752Q provides ENL services to all ELL students as per their IEPs.

All our ELLS are afforded equal opportunities to all schools programs. Students participate in Talent Show, Fashion Show, Multicultural projects, Chams after school program, etc. This school year we will also have Title III supplemental after school program engaging students in STEM activities, which will enable students achieve their reading and writing goals within literacy, learn about healthy eating habits and exercise, and develop student efficacy.

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

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 after school instructional program learning English with iPads. 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 ENL services as per their IEP, and in accordance with their proficiency levels indicated on the NYSESLAT.

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

The instruction of ELLs follows the principals of the Universal Design for Learning allowing teacher to differentiate the content in multiple ways and accommodate a variety of learning needs and styles of our diverse population. Our eligible ELLs will continue to receive ENL services as per their IEP, and in accordance with their proficiency levels indicated on the NYSESLAT.

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

Our ENL 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 students’ home languages. All subjects are taught in English through ENL methodologies by Special Education teachers who have completed the mandated 10 hours of ENL training organized by the Office of English Language Learners, District 75. The Jose P. certificates are kept in teachers’ files. The ENL 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). Our school also implements district-wide curriculum Attainment available for ELA, Social Studies and Math. 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 access to computers and technology to create Powerpoint presentations for exit projects. They will be able to visit teacher-selected websites having opportunity to work with primary source
documents, participate in political on-line debates and elections. Using Smart Board tools, ELLs 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 5 x weekly during regular school days on teacher administrative prep. time. Virtual computer lab - based science laboratory (froguts.com)

In Math content area, students participate in Equals Mathematics math intervention program. Equals Mathematics is a K-12 standards-based curriculum developed for students of different abilities. 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.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   Currently we have two new programs: Attainment and Equals Mathematics.

10. If you had a bilingual program, what was the reason you closed it?
    No programs will be discontinued.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    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 2018-2019 Title III supplemental program "Robots in Our Lives" is to introduce our students to modern-day innovative tools to create exceptional work of their own and develop skills, knowledge and confidence to be prepared for and excel in the contemporary world. Our school will use motivational effects of robotics to teach students Science, Technology, Engineering, and Mathematics ( STEM). Students will engage in problem solving, creative thinking, ad collaboration through invention-based learning and developing content core vocabulary and mastering their reading skills. These programs are designed in partnership with educators to incorporate NGSSs and Common Core in curriculum. 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.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
    Our school uses iPads, laptops, Smart Board lessons to actively engage all students in learning.
    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.
    2018-2019, our ELLs will participate in Title III supplemental program "Robots in Our Lives" that will introduce our students to modern-day innovative tools to create exceptional work of their own and develop skills, knowledge and confidence to be prepared for and excel in the contemporary world. Our school will use motivational effects of robotics to teach students Science, Technology, Engineering, and Mathematics ( STEM). Students will engage in problem solving, creative thinking, ad collaboration through invention-based learning and developing content core vocabulary and mastering their reading skills. These programs are designed in partnership with educators to incorporate NGSSs and Common Core in curriculum.
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   Students in Alternate Placement receive additional support in their native languages from paraprofessionals who speak the
   students’ home languages.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   P752Q ensures that all students participate in rigorous, age-appropriate and grade-level academic activities as explained in
   prior sections.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the
   ELLs’ needs (academic, linguistic, socioemotional) are met?
   Our ENL teachers travel to our school’s sites to provide ENL services.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for
   new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor,
   parent coordinator).
   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.

17. What language electives are offered to ELLs?
   Currently we do not offer language electives.

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

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**Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic
   staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs
   as they engage in the Common Core Learning Standards?
   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 ENL 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, Smart Board Tools, and other.

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.

- 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-based language learning
- adaptation of materials for ELLs with moderate and severe disabilities
- current scientifically-based research in the fields of Bilingual and ENL education, effective practices for ELLs.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

All our teachers participate in ELL-specific professional development workshops offered state-wide, city-wide, district-wide and in-house and complete the minimum 15% of total hours dedicated to language acquisition.

Parental Involvement

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

Our school ensures that home language support is provided to parents when they visit school for IEP meetings or other school visits.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents are active members of our school society and are involved in all school activities including after school programs, ELL parent conferences, parent breakfasts, after school and Saturday workshops, etc.

Additional Information

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

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Fritzy Sannon Brown, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fritzy Sannon-Brown</td>
<td>Principal</td>
<td></td>
<td>10/17/2018</td>
</tr>
<tr>
<td>Michael D'Arienzo</td>
<td>Assistant Principal</td>
<td></td>
<td>10/17/2018</td>
</tr>
<tr>
<td>Joanne Taylor</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/17/2018</td>
</tr>
<tr>
<td>Anna Ghasabyan</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/17/2018</td>
</tr>
<tr>
<td>Angelina Randolph</td>
<td>Parent</td>
<td></td>
<td>10/17/2018</td>
</tr>
<tr>
<td>Pascualita Garcia-Keehner</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/17/2018</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erma Bonaparte</td>
<td>Coach</td>
<td></td>
<td>10/17/2018</td>
</tr>
<tr>
<td>Cilena Stephen</td>
<td>School Counselor</td>
<td></td>
<td>10/17/2018</td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 75  School Name: Queens Transition Center  Superintendent: Ketler Louissai

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna</td>
<td>Ghasabyan</td>
<td>ENL Teacher</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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

To ensure that English Language Learners (ELL) parents are provided with meaningful opportunities to have access and participate in programs and services critical to their children's education, our school's LAP team creates a database including student names, their parent/guardian information, copies of home language surveys with an indication of whether the parents need an interpreter’s support and in what language. Currently, our school's ELL parents represent ten language groups (Spanish, Haitian, French, Punjabi, Bengali, Urdu, Polish, Chinese, Korean and Turkish). All school-related news and information, letters, handbooks, IEPs and other documents will be translated and/or interpreted (by phone or in person) or written in parent's preferred language of communication using the New York City Department of Education official website or with the help of the Translation and Interpretation unit.

The language needs of ELL parents at 752Q are identified using a variety of methods and in a variety of ways during interactions and interviews with parents. We also consult ATS reports and SESIS information for
identification of home languages other-than-English spoken by 752Q ELL parents. In addition, information on parent language needs is 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. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bengali</td>
<td>14</td>
<td></td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Cantonese</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Chinese (any)</td>
<td>1</td>
<td>100</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>294</td>
<td></td>
<td>294</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Haitian</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Korean</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Mandarin</td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Punjabi</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>86</td>
<td>100</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>Nahuatl</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Nepali</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Romanian</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Russian</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
### Part A: Language Preferences

<table>
<thead>
<tr>
<th>Language</th>
<th>Count</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serbo-Croatian</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Telugu</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Turkish</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Urdu</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>Arabic</td>
<td>3</td>
<td>100</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

None

### Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>After-school program information</td>
<td>December 2018</td>
<td>All parent letters, notifications will printed in parents' preferred languages provided on the NYC DOE official website, translated by our school's translation team.</td>
</tr>
<tr>
<td>NYSESLAT letters</td>
<td>April 2019</td>
<td>All parent letters, notifications will printed in parents' preferred languages provided on the NYC DOE official website, translated by our school's translation team.</td>
</tr>
<tr>
<td>NYS testing dates and information, school holidays letter</td>
<td>September 2018</td>
<td>All parent letters, notifications will printed in parents' preferred languages provided on the NYC DOE official website, translated by our school's translation team.</td>
</tr>
<tr>
<td>Parent information booklets</td>
<td>September, November 2018</td>
<td>All parent letters, notifications will printed in parents' preferred languages provided on the NYC DOE official website, translated by our school's translation team.</td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent - teacher conferences</td>
<td>November 2018 and March 2019</td>
<td>Paraprofessional(s) speaking parents' home language will be assisting ELL parents. ELL parents will receive written information in their preferred language.</td>
</tr>
<tr>
<td>Title III Parent workshops</td>
<td>January - February 2019</td>
<td>Paraprofessional(s) speaking parents' home language will be assisting ELL parents. ELL parents will receive written information in their preferred language.</td>
</tr>
<tr>
<td>IEP meetings</td>
<td>as per due dates</td>
<td>Paraprofessional(s) speaking parents' home language will be assisting ELL parents. ELL parents will receive written information in their preferred language.</td>
</tr>
<tr>
<td>Extra Curricular Events</td>
<td>as per calendar</td>
<td>Paraprofessional(s) speaking parents' home language will be assisting ELL parents. ELL parents will receive written information in their preferred language.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Our designated school staff members reach out to ELL parents via phone and sending notices in parents' preferred language of communication.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Our ELL Coordinator provides our staff members with professional development workshops on Election Day and Chancellor's Conference Day to introduce them with Chancellor's Regulation A-663, CR Part 154, as well as Jose P. trainings.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

All parent notifications will be printed in parents' preferred languages available on the NYC DOE official website as well as translated by our school's translation team.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Parents of ELLs will fill out parent survey to provide their feedback on the quality and availability of language translation and interpretation services. The data collected from surveys will be used to make necessary modifications to better assist parents' language needs.