



**QUEENS VOCATIONAL AND TECHNICAL HIGH SCHOOL**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: QUEENS VOCATIONAL AND TECHNICAL HIGH SCHOOL**  
**ADDRESS: 37-02 47 AVENUE**  
**TELEPHONE: 718-937-3010**  
**FAX: 718-392-8397**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 342400011600 **SCHOOL NAME:** Queens Vocational and Technical High School

**SCHOOL ADDRESS:** 37-02 47 AVENUE, QUEENS, NY, 11101

**SCHOOL TELEPHONE:** 718-937-3010 **FAX:** 718-392-8397

**SCHOOL CONTACT PERSON:** Magdalen Radovich **EMAIL ADDRESS:** MRadovich@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Rob Schimenz

**PRINCIPAL:** Melissa Burg

**UFT CHAPTER LEADER:** Freddie Harrington

**PARENTS' ASSOCIATION PRESIDENT:** Antonia Vega

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Daniel Corona

**DISTRICT AND NETWORK INFORMATION**

**CHILDREN FIRST NETWORK DISTRICT:** 24 **(CFN):** 2.02

**NETWORK LEADER:** NANCY DIMAGGIO/VIVIAN SELENIKAS/William Manekas

**SUPERINTENDENT:** Juan Mendez

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

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

Name	Position and Constituent Group Represented	Signature
Jimmy DeMoss	Title I Parent Representative	Comments: signed
Liseth Ocampo	Admin/CSA	Comments: signed
Melissa Burg	Admin/CSA	Comments: signed
Freddie Harrington	UFT Chapter Leader	Comments: signed
Robert Schimenz	School Leadership Team Chairperson	Comments: signed
Antonia Vega	PA President	Comments: signed
Ann Marie Sacharsky	Parent	Comments: signed
Katina Kiourkenidis	Parent	Comments: signed
Katherine Rychalski	Parent	Comments: signed
Daniel Corona	Student Representative	Comments: signed
Sal Isabella	Student Representative	Comments: signed
Stephanie Gonzalez	Student Representative	Comments: signed
Ambar Sencion	Student Representative	Comments: signed
Ariel Obando	Student Representative	Comments: signed
Priscilla Delgado	Student Representative	Comments: signed

James Samuelson	UFT Member	Comments: signed
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\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

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

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

#### ***Shared Mission Statement of the Small Learning Communities at Queens Vocational and Technical High School***

Queens Vocational and Technical High School is committed to providing quality career and technical education. Our school offers standards-based instruction in both academic and career and technical programs. Teaching and learning are delivered through an interdisciplinary approach and relate to real-life experiences. Graduates possess the skills and character to succeed in post-secondary environments.

Our school generates and maintains a strong sense of community based on a foundation of mutual trust and respect. All members feel valued and vested. Our school is a safe place in which to teach and learn. Effective communication and positive connections define the relationship between and among staff and students. Each individual demonstrates accountability for his/her learning experience and for the overall good of the community.

Our school provides a caring and enriching environment that fosters emotional, social, intellectual, and physical development. Our students and staff demonstrate commitment to high expectations and a clear understanding of academic and behavioral standards of excellence.

Conveniently located in the Sunnyside section of Long Island City, New York, **Queens Vocational and Technical High School (QVTHS)** serves a culturally diverse student population of 9<sup>th</sup> through 12<sup>th</sup> graders from across the five boroughs. In addition, we are a Small Learning Communities (SLC) school comprised of five individualized academies: ***The 9<sup>th</sup> grade School of Exploration and Discovery (SED), The School of Skilled Building Traders (SSBT), The School of Entrepreneurial Studies (SES), The School of Computer and Electronic Engineering Technologies Program (SCEET), and the Advance credit recovery program .***

Each SLC provides personal, academic, and career education tailored to the needs and interests of our students. All programs are based on post-secondary and industry standards:

At QVTHS, we prepare all of our students for the **challenges of post-secondary study** by requiring them to complete four years of English and social studies, three years of Math and Science, three and half years of Physical Education, one year of independent study in a second language, a semester each of art and music, and one semester of Health. Each SLC has additional course requirements in science and math based on CTE/Industry needs and criteria.

We place equal emphasis on preparing our students for **the work force** through our **state certified Career and Technical Education (CTE) majors**. Our CTE programs provide students with the essential skills and credentials to enter the following **8** major career and technical fields: **Business (Accounting or Web Design), Cosmetology and Salon Management, Graphic Arts, Electrical Installation, Plumbing, Computer Technology, and Digital Electronics, and Robotics**. A major component of the CTE educational program at QVTHS is a **required six week work-based experience** for each student relevant to his/her CTE majors and a **required rigorous technical assessment** in order to receive a CTE-endorsed diploma.

Through the ongoing support of *High Schools That Work*, our national school improvement partner, our DOE CFN consultants, and industry partners, we continue to improve the level of teaching and learning across the discipline areas. We accomplish this goal through structured reflection on current administrative, supervisory, and classroom practices, SLC inquiry work geared at supporting the expanding literacy needs of our on-track and struggling students across the curriculum, and a commitment to engaging all members of our school community in decision-making and implementation of key initiatives. These efforts and initiatives have addressed the below average graduation rate that resulted in our being placed on the Persistently Lowest Achieving schools list for New York City and in the Federal Transformation model. **Current data from our 2009-2010 New York State Report Card shows us meeting Annual Yearly Progress in English Language Arts, math, and Graduation Rate in all subcategories. In addition, we earned an "A" on our annual New York City Progress Report card and a *Well-Developed* on our most recent Quality Review.**

## SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	Queens Vocational and Technical High School								
<b>District:</b>	24	<b>DBN #:</b>	24Q600	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		83.7	86.8	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		95.6	97.09	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		34.9	59.3	73.7		
Grade 8	0	0	0						
Grade 9	385	410	429	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	354	370	386	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	339	274	307		2	29	TBD		
Grade 12	95	163	157						
Ungraded	3	1	2	<b>Recent Immigrants - Total Number:</b>					
Total	1176	1218	1281	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					21	19	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	87	82	70	Principal Suspensions	27	88	TBD		
# in Collaborative Team Teaching (CTT) Classes	50	71	76	Superintendent Suspensions	30	21	TBD		
Number all others	51	43	53						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants					
					N/A	1155	1246		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants					
# in Transitional Bilingual Classes	0	0	0		0	0	0		

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff:</b>			
# receiving ESL services only	56	55	56	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	22	21	26	Number of Teachers	85	83	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	28	28	TBD
				Number of Educational Paraprofessionals	5	5	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	24	17	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	71.6	72.4	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	55.7	59.8	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	84	80	TBD
American Indian or Alaska Native	0	0.1	0.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.5	86.8	TBD
Black or African American	13.2	10.2	8.5				
Hispanic or Latino	67.2	69.6	70.3				
Asian or Native Hawaiian/Other Pacific Isl.	8.9	9.1	10.9				
White	10.7	10.7	9.8				
Multi-racial							
<b>Male</b>	60.9	61.2	61.6				
<b>Female</b>	39.1	38.8	38.4				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input checked="" type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:		X	
Math:				Math:		Y	
Science:				Graduation Rate:		X	
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>				√	√	X	57
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American				X	√		
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				√	√		
Multiracial							
Students with Disabilities				Ysh	Ysh		
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√		
<b>Student groups making AYP in each subject</b>				5	6	0	

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	67.1	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	16.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	34.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	7	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### **Student Trends:**

- Annual Attendance rate has risen steadily over the past four years:

2007-2008	84%
2008-2009	86%
2009-2010	87.8%

Our goal for 2010-2011 is 88%.

- Student performance on Regents exams in ELA, math, science, and social studies continues to improved steadily and resulted in our meeting AYP across the disciplines in all sub group areas in 2009-2010.
- The passing rate on the Independent Projects in Art, Music, and Spanish has increased.
- The number of students graduating with a CTE-endorsed diplomas has risen steadily over the past three years from 50% in 2009 to 75% in 2010.

### **Greatest Accomplishments:**

- AYP was achieved in all areas across all subgroups in 2009-2010.
- The overall number of students accumulating credits each year has increased.
- The overall number of 9<sup>th</sup> graders matriculating into 10<sup>th</sup> grade each year continues to increase.
- The cohort graduation rate remained consistent over the past two years having increased by 20% to approximately 73 % in August 2010.
- Faculty demographics showed an increase in highly qualified teachers to 95% in the current year.
- Stronger Small Learning Communities have improved school morale and spirit.

### **Aids:**

Continued work with High Schools That Work has helped to improve the quality of teaching and learning throughout the school.

- Weekly workshops are provided by the CFN utilizing data for driving and improving instruction.

**Barriers:**

- Budget
- Need for more technology in the classroom
- Need for additional licensed Earth Science/science teachers
- Completion of labs to qualify for Regents
- Physical Education

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> <input type="checkbox"/> <b>SMART GOAL I:</b>  Increase graduation rate 1% by August 2011 to meet AYP.	<input type="checkbox"/> To meet AYP in Graduation
<input type="checkbox"/> <b>SMART GOAL II:</b> Increase student passing rates on ELA Regents 2% by August 2011.	<input type="checkbox"/> Meet AYP in all ELA sub groups
<input type="checkbox"/> <b>SMART GOAL III:</b> Increase average student attendance rate in <b>Advance, School of Skilled Building Trades, and School of Entrepreneurial Studies</b> Small Learning Communities by 2% in relation to the average attendance rate of these students in the 2009-2010 school year.	<input type="checkbox"/> Improve Course-wide Grades and Meet Graduation AYP
<input type="checkbox"/> <div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> <b>SMART GOAL IV:</b>  <input type="checkbox"/> Utilize the data inquiry process in each SLC to increase student reading and to improve literacy skills across the curriculum.         </div>	<input type="checkbox"/> Continue to meet AYP in ELA across all subgroups



**SECTION VI: ACTION PLAN**

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

**Subject Area** **All Subjects**  
 (where relevant) : \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> <b>SMART GOAL I:</b></p> <p>Increase graduation rate 1% by August 2011 to meet AYP.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> SLC teams will identify at risk students by October 15, 2010.</li> <li>• SLC teams will implement AIS strategies for at risk sub-groups</li> <li>• Provide PM and Saturday school for credit recovery in Fall and Spring of 2010-2011 school year.</li> <li>• Provide Regents Practice sessions before Regents exams.</li> <li>• Provide additional 12th grade ELA preparation class for cohort members that have not passed the ELA during prior administrations.</li> <li>• Review Periodic Assessments in ELA, ESL, and throughout the school year.</li> <li>• Review scholarship reports by SLC teams at the end of each of the six marking periods.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Improvement Education 55</li> <li>• C4E</li> <li>• LEG 10 State Grant</li> </ul>

<i>this action plan.</i>	Responsible Staff: APs/SLC Directors, Guidance, Faculty
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Marking Period Scholarship Grades</li> <li>• Periodic Exam results</li> <li>• Mid-terms and Finals</li> <li>• Regents Exam grades</li> </ul> <p>Projected Gains: 1% increase in graduation rate by August 2011</p>

**Subject Area**  
(where relevant) :

**All Subjects**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <b>SMART GOAL II:</b> Increase student passing rates on ELA Regents 2% by August 2011.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Department Assistant Principals/SLC Directors, coaches, lead teachers, and consultants will provide ongoing relevant professional development for all administrators and teachers in student engagement practices, the ESL SIOP model, and literacy across the curriculum strategies.</li> <li>• All SLCs and departments will implement Common Core Standards and High Schools That Work protocols to foster greater student engagement and instructional rigor.</li> <li>• SLC Data Inquiry Teams will examine student work with a focus on nonfiction literature and will review student progress on a marking period basis.</li> <li>• Regents tutoring before, during and after school will be provided as funding allows.</li> <li>• ESL teachers will push-in to subject area classes to provide low-skilled ELLs with</li> </ul>



<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> <b>SMART GOAL</b> <input type="checkbox"/> <b>III:</b> Increase average student attendance rate in <b>Advance, School of Skilled Building Trades, and School of Entrepreneurial Studies</b> Small Learning Communities by 2% in relation to the average attendance rate of these students in the 2009-2010 school year.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Subject class teachers will make parent contact to students that are absent for three or more days per marking period.</li> <li>• Attendance office personnel will call homes of students whom are absent from three or more classes daily.</li> <li>• Guidance counselors will hold individual conferences and small group sessions for students that demonstrate excessive absenteeism.</li> <li>• SLCs and departments will provide professional development to help teachers encourage and motivate students to become more successful learners.</li> <li>• SLCs will hold celebratory assemblies that honor perfect and improved attendance.</li> <li>• The Attendance Team, comprised of attendance office personnel, guidance counselors, and the SLC directors, will review monthly ATS reports (ROCR, RDAL, RGST, and RPUR).</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/>Funding Source: Title III Responsible Staff: SLC Directors, department APs, cross-disciplinary faculty members, CFN mentors, and High Schools That Work literacy and math consultants</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> Monthly review of attendance in each SLC</p>

**Subject Area**  
(where relevant) :

**All**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p><b>SMART GOAL IV:</b></p> <p><input type="checkbox"/> Utilize the data inquiry process in each SLC to increase student reading and to improve literacy skills across the curriculum.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> The school-wide Literacy Committee will use the results of the 2009-2010 faculty survey about the amount of reading that they assign in every class as part of the needs assessment to determine how close QVTHS is to requiring the 25 book yearly minimum that all students will be asked to complete.</li> <li>• Each SLC team will distribute a reading inventory to students to establish a literacy baseline (i.e., what do students read, at what frequency, and for what purpose?)</li> <li>• All faculty members will administer pre- and post- reading tests in their discipline areas to determine reading/lexile levels of students.</li> <li>• Grade-level reading lists will be developed and/or revised and distributed to appropriate faculty by discipline area.</li> <li>• Students in Career and Technical Education (CTE) classes will read technical and trade literature on a weekly basis during a designated sustained reading period.</li> <li>• School library inventory will be reviewed and updated to meet the literacy needs of all students (i.e. the nonfiction and trades – based collection will be expanded with appropriate journals).</li> </ul> <p><input type="checkbox"/></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> Funding Source: Title III Responsible Staff: SLC Directors, department APs, cross-disciplinary faculty members, CFN mentors, and High Schools That Work literacy and math consultants</p>

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

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

- 
- 

SLC Coordinators will report on a marking period basis to SLC Leadership Team on results of Pre-Tests, Post-Tests, and Interventions used to improve reading skills across the disciplines.

SLCs will conduct end of marking period reviews of reading logs and response journals. Students will complete book reports, graphic organizers, public book talks, readinglogs, and written reader response journals.

Interdisciplinary projects

Projected Gains: Regents grades and graduation will increase by August 2011.

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

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

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

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health- related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	398	183		14	10		4	
10	11	68	28	24	12		2	
11	26	24	11	46	5			
12	23	19	33	34	7			

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• 90 minute English blocks for Level 1 and 2 9<sup>th</sup> graders.</li> <li>• Additional Regents prep writing class for Level 3 and 4 9<sup>th</sup> graders and graduation 12<sup>th</sup> graders.</li> <li>• Full-time credit recovery program for 9<sup>th</sup> grade holdovers.</li> <li>• 8<sup>th</sup> period tutoring on Tuesdays</li> <li>• After school credit recovery/Regents Prep classes and APEX online classes for all at-risk students.</li> <li>• Individual after school Regents one-on-one and small group tutoring designated for ELLs and native language speakers</li> </ul> <p>CTT and SETSS models programmed where mandated</p>
<b>Mathematics:</b>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• 90 minute Integrated Algebra block for Level 1 and 2 9<sup>th</sup> graders.</li> <li>• 8<sup>th</sup> period tutoring on Tuesdays</li> <li>• Algebra Prep classes for students who have not yet passed the Regents exams.</li> <li>• Full-time credit recovery program for 9<sup>th</sup> grade holdovers.</li> <li>• After school credit recovery/Regents Prep classes and APEX online classes for all at-risk students.</li> <li>• CTT and SETSS models programmed where mandated</li> </ul>
<b>Science:</b>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Full-time credit recovery program for 9<sup>th</sup> grade holdovers.</li> <li>• 8<sup>th</sup> period tutoring on Tuesdays</li> <li>• After school credit recovery/Regents Prep classes and APEX online classes for all at-risk students.</li> <li>• Saturday make-up labs</li> <li>• Pre-Regents tutoring</li> </ul> <p>CTT and SETSS models programmed where mandated</p>

<b>Social Studies:</b>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Full-time credit recovery program for 9<sup>th</sup> grade holdovers.</li> <li>• 8<sup>th</sup> period tutoring on Tuesdays</li> <li>• After school credit recovery/Regents Prep classes and APEX online classes for all at-risk students.</li> <li>• CTT and SETSS models programmed where mandated</li> <li>• Additional ESL language support through push-in model.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• At risk counseling provided to identified students in need, ie, students with 504 plans, school personnel referrals, parental requests, CSE Related Service mandates.</li> </ul> <p>Guidance Counselor refers student to outside providers.</p>
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> Educational Evaluation performed at parent request and/or school personnel referral.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> ERSSA counseling services to students in need.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> N/A

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

*NCLB/SED requirement for all schools*

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

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

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

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

### **Section I. Student and School Information.**

**Grade Level(s)**

**N/A**

**Number of Students to be Served:**

**LEP N/A**

**Non-LEP N/A**

**Number of Teachers N/A**

**Other Staff (Specify) N/A**

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program**

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

N/A

**Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

N/A

**Section III. Title III Budget**

—

**School: N/A**

**BEDS Code: 342400011600**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	N/A	<input type="checkbox"/> N/A
<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A

<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
<b>Educational Software (Object Code 199)</b>	N/A	<input type="checkbox"/> N/A
<b>Travel</b>	N/A	<input type="checkbox"/> N/A
<b>Other</b>	N/A	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>0</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

**Parent Coordinator reviews enrollment and language survey reports to assess what languages in translation are needed for key documents.**

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

Documents need to be translated into four major languages: Spanish, Polish, Cantonese and Mandarin. Findings were communicated to the school community through faculty conferences, email, and Small Learning Community meetings.

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

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

**Written translations are provided by in school staff and through the DOE document Translation Unit.**

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

**Currently two paraprofessionals, two school aides, the Parent Coordinator, AP, Pupil Personnel Services, and one teacher on staff provide translation services for oral communication at Orientations, Open Houses, and parent conferences.**

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

Non-English speaking parent outreach by the Bilingual Parent Coordinator

Department of Education translation of crucial documents for parents in 8 languages

School notifications translated in-house in various languages

Interpretation by available staff during school hours and meetings

Report            cards            and            transcript            translations            available            from            DOE

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$802,551	\$35,825	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,025		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$40,127	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$80,255	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
95%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

QVTHS offered to send teachers back to school to earn credits to become highly qualified. Changed teacher programs for next school year for qualifying certificate in cases where the teachers did not take advantage of the opportunity.

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

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

## 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation :** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

### TITLE I - PARENT INVOLVEMENT POLICY (PIP) STATEMENT

#### WHAT IS TITLE I?

Title I is the largest federally funded program in K-12 education under Elementary Secondary Education Act (ESEA) of 1965. Reauthorized as the No Child Left Behind Act (NCLB) of 2001 – “Improving the Academic Achievement of the Disadvantaged”. The money is intended to improve the quality of education in high-poverty schools and/or give extra help to struggling students.

Title I focus is on improving academic achievement of children in schools who come from low-income families and who need extra support to meet challenging academic standards. Within a school, children are selected based on educational need, usually according to test scores. Schools most frequently provide extra instruction in reading or mathematics, sometimes outside regular school hours. Title I can also fund such services as counseling or preschool programs; schools are required to spend some money on parent involvement activities and professional development for teachers and paraprofessionals.

Schools with at least 40 percent poor children (or fewer, with a waiver) can operate “schoolwide programs,” using their funding – in combination with other federal funds, if desired – to upgrade the entire school.

#### POLICY :

Parents will be included in the development of school-level parent involvement activities by:

- Ø Conducting Parent Teacher Conferences
- Ø Providing progress reports to parents
- Ø Providing parents with opportunities to observe classes
- Ø Volunteering services
- Ø Participating in school decision-making.

Parents will be involved in the planning, implementation, evaluation and continuous improvement of school level program by participating in:

- Ø School Leadership Teams (SLT)
- Ø Small Learning Communities (SLC) Planning Teams
- Ø Comprehensive Educational Plan (CEP)
- Ø Learning Environment Surveys

Meetings:

- Ø To accommodate parents work schedules our School Leadership Team, Small Learning Communities and Parent Association meetings are scheduled in the evening hours with some interpretation available for non-English parents.

Parents will be provided with timely information about instructional programs, curriculum, performance standards and assessment instruments by means of:

- Ø Orientations
- Ø Parent Workshops
- Ø Parent Vocational Voice Newsletter
- Ø Parent's Bulletin Board
- Ø Phonemaster
- Ø Mailing
- Ø E-mail

The school will increase participation of non-English parents by providing communication as follows:

- Ø Through Bilingual Parent Coordinator
- Ø Department of Education translates crucial documents for parents in 8 languages
- Ø School notifications translated in-house in various languages
- Ø Interpretation available during school hours and meetings
- Ø Report cards and transcript translations available from DOE.

Schools and parents will share responsibility for student performance by:

*The school :*

- Ø Will provide an academic program that is rigorous and challenging and provide an accelerated math and science program
- Ø Will provide intersession and after-school enrichment programs for students
- Ø Will communicate with families on an on-going basis regarding the students' academic progress.
- Ø Will implement a homework program that emphasis meaningful practice of instructional content and writing in all content areas.
- Ø Will form and support alliances with parents/guardians in the governance of the school.

*Parents:*

- Ø Will send their children to school appropriately dressed, prepared to learn, and on time.
- Ø Will encourage their child to do daily reading at home.
- Ø Will attend at least one Parent Teachers Conference a year to discuss academic progress of their child.
- Ø Will ensure that their child has completed their homework assignment on a regular basis.
- Ø Will volunteer to assist in the school when possible.

Capacity-building activities for parents and school staff that support strong parental involvement include:

- Ø Parent workshops
- Ø Parent Association meetings
- Ø Orientations
- Ø Staff development

Annual Meeting:

- Ø An annual meeting will be held in May 2010 with parents of participating children to discuss the school's Title I program and the types of services provided. The meeting will inform them of their right to be involved in the program and offer opportunities for parent involvement.

**2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

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

Department of Education of the City of New York  
**QUEENS VOCATIONAL**  
AND TECHNICAL HIGH SCHOOL

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**School-Parent Compact**

**SCHOOL**

**We understand** : the need to convene meetings for Title I parents to inform them of the Title I program and their right to be involved.

**We understand:** the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.

**We understand:** the need to actively involve parents in planning, reviewing and creating activities in order to meet the Title I program guidelines.

**We understand:** the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.

**We understand:** the need to provide quality curriculum and instruction.

**We understand:** the need to deal with communication issues between teachers and parents through:

- **Parent Teacher Conferences**
- **Reports to parents on their children's progress**
- **Reasonable access to staff**
- **Opportunities to volunteer and participate in their child's class**
- **Observation of classroom activities**

**We understand:** the need to assure that parents may participate in professional development activities, i.e., literacy classes, and workshops on reading strategies.

***I understand:** the need to become involved in the strategies designed to encourage my participation in parent involvement activities.*

***I understand:** the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.*

***I understand:** the need to work with my child on schoolwork.*

***I understand:** the need for me to monitor my child's:*

- *Attendance at school*
- *Homework*
- *Television watching*
- *Health needs*

*I understand: the need to share responsibility for my child's improved academic achievement.*

*I understand: the need to communicate with my child's teachers about his/her educational needs.*

*I understand: the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.*

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**Escuela-Padre Compacto**

*Nosotros, Queens Vocational and Technical High School y los padres de acuerdo a cooperar para proporcionar para la educación exitosa de nuestros hijos.*

**ESCUELA**

**Entendemos** : la necesidad de convocar reuniones para los padres del Título I para informarles sobre el título I programa y su derecho a ser involucrados.

**Entendemos:** la necesidad de ofrecer un número flexible de reuniones en distintos momentos y si buscan necesarios fondos para proporcionar transporte o el cuidado de los niños cuando sea posible.

**Entendemos:** la necesidad de involucrar activamente a los padres en planificación, el examen y la creación de actividades con el fin de satisfacer el título I programa directrices.

**Entendemos:** la necesidad de proporcionar rendimiento perfiles y resultados de la evaluación de alumno individual para cada niño y otra información pertinente de educación distrito escolar individuales.

**Entendemos:** la necesidad de proporcionar el plan de estudios de calidad y instrucción.

**Entendemos:** la necesidad de hacer frente los problemas de con comunicación entre maestros y padres de familia a través de:

- **Conferencias de maestros y padres**
- **Informes a los padres sobre los progresos de sus hijos**
- **Un acceso razonable al personal**

- **Oportunidades de voluntariado y participar en la clase de su hijo**
- **Observación de aula actividades**

**Entendemos:** la necesidad de asegurar que los padres podrán participar en actividades de desarrollo profesional, es decir, clases de alfabetización, y talleres sobre estrategias de lectura.

### **PADRE O TUTOR**

**Entiendo:** la necesidad de involucrarse en las estrategias diseñadas para alentar a mi participación en la participación de padres actividades.

**Entiendo:** la necesidad de participar en o formación de asistencia técnica de la solicitud que ofrece la escuela o oficina de distrito en niño cría las prácticas y la enseñanza y el aprendizaje estrategias.

Entiendo **la necesidad de trabajar con mi hijo en trabajos escolares;**

**Entiendo:** la necesidad de supervisar mi hijo en su:

- Asistencia a la escuela
- Deberes
- Viendo televisión
- Necesidades de salud

**Entiendo:** la necesidad de compartir la responsabilidad de mi hijo de mejorar el rendimiento académico.

**Entiendo:** la necesidad de comunicame con los maestros del niño acerca de las necesidades educativas.

**Entiendo:** la necesidad de pedirle a los padres y grupos de padres para proporcionar información a fin de la escuela en el tipo de formación o asistencia yo quisiera y/o deba ayudarme a ser más eficaz para ayudar a mi hijo en el proceso educativo.

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

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

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Needs Assessment Section IV

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

See Annual School Goals and Action Plans Sections V and VI

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

See Annual School Goals and Action Plans V and VI

o Help provide an enriched and accelerated curriculum.

See Annual School Goals and Action Plans Sections V and VI

o Meet the educational needs of historically underserved populations.

See Annual School Goals and Action Plans Sections V and VI

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the

Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

See Annual School Goals and Action Plans Sections V and VI

o Are consistent with and are designed to implement State and local improvement, if any.

See Annual School Goals and Action Plans Sections V and VI

3. Instruction by highly qualified staff.

See School Data Section III

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional development includes on – and off – site workshops and conferences provided by High Schools That Work on use of relevant school data in improving curriculum and instruction, literacy building strategies, techniques, and policy development, and team building, as well as city, state, and national TESOL and ELL conferences, SLC workshops facilitated by Assistant Principals, the ICI literacy consultant, and other lead faculty on strategies and techniques in differentiation and Collaborative Team Teaching models, High Schools That Work consultations and workshops, and the development of a student engagement observation rubric.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Regular review of incoming resumes, outreach to potential promising candidates, review of DOE data bases, a strong partnership with the teacher education program at Queens College, and attendance by department Assistant Principals at hiring halls.

6. Strategies to increase parental involvement through means such as family literacy services.

Computer literacy and ESL courses for parents

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

All teachers belong to a Small Learning Community through which data analysis and program development is conducted, developed and implemented. Teachers also serve on the School Leadership Committee and other improvement projects throughout the school.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Activities include the following: At-risk students are identified by teachers and presented at case-conferences with guidance counselors on a weekly basis. Classroom teachers make daily phone calls to provide parents with critical information about their children's progress, behavior, and attendance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Workshops by outside vendors, guidance counselors, and Spark Counselor, as well as career counseling and internships.

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

### **Explanation/Background:**

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

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

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

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

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

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

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

<sup>1</sup>**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

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

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

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

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.*

**NCLB / SED STATUS:**      Restructuring (year 2) -  
Focused                      **SURR PHASE / GROUP (IF APPLICABLE):**  
**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

The specific academic issue that caused the school to be identified in this category was not meeting AYP in ELA over several years. In reviewing demographic information we found that each year the demographic of the population that missed was different. There was no significant pattern across subgroups. Overall we do not have a significant special education and ELL population. In 2009-2010, we saw the results of our intervention and made AYP in ELA across all subgroups.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.  We addressed the at-risk population in the 2010 graduation cohort as well as across the lower grades through a variety of measures during the 2009-2010 school year. We focused ongoing Inquiry study to improve literacy across the curriculum. We worked with consultants from High Schools That Work and our CFN to develop and infuse effective literacy strategies. At-risk students in the graduating cohort were programmed for intensive tutoring, PM and Saturday school courses, and focused intervention within classes.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.



Title 1 funding supports professional development opportunities that include on – and off – site workshops and conferences provided by High Schools That Work on use of relevant school data in improving curriculum and instruction, literacy building strategies, techniques, and policy development, and team building, as well as city, state, and national TESOL and ELL conferences.



2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.



New and veteran content area teachers are mentored regularly by the math coach, the special education CTT lead teacher, as well as content area assistant principals. In addition, Queens Vocational schedules daily common planning periods for Small Learning Community members to work together on curriculum, strategies, and effective instructional methodology.

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.



Parents are notified through the Office of the Assistant Principal for Pupil Personnel Services and the Parent Coordinator. DOE translation services are utilized as well as faculty and staff on site.



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

*All schools must complete this appendix.*

### **Directions:**

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

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

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **Part A - For Title I Schools**

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

4

2. Please describe the services you are planning to provide to the STH population.

The students currently receive free transportation, free lunch and possible counseling services if required. In addition the students receive necessary school supplies such as calculators, file folders, writing utensils and gym uniforms.

### **Part B:**

#### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

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

N/A



**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Queens Vocational and Technical High School					
<b>District:</b>	24	<b>DBN:</b>	24Q600	<b>School</b>	342400011600	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		83.7	86.8	87.7
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	410	429	388				
Grade 10	370	386	429				
Grade 11	274	307	314				
Grade 12	163	157	182				
Ungraded	1	2	3				
<b>Total</b>	<b>1218</b>	<b>1281</b>	<b>1316</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	95.6	97.1	96.9

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	34.9	73.7	84.0

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	29	3

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	21	19	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	82	70	62	Principal Suspensions	27	88	83
# in Collaborative Team Teaching (CTT) Classes	71	76	74	Superintendent Suspensions	30	21	11
Number all others	43	53	50				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	1155	1246
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	85	83	84
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	28	28	26
# receiving ESL services only	55	56	TBD	Number of Educational Paraprofessionals	5	5	8
# ELLs with IEPs	21	26	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	24	17	120	% fully licensed & permanently assigned to this school	100.0	100.0	97.6
				% more than 2 years teaching in this school	71.6	72.4	77.4
				% more than 5 years teaching anywhere	55.7	59.8	70.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	80.0	82.1
American Indian or Alaska Native	0.1	0.1	0.0	% core classes taught by "highly qualified" teachers	88.5	86.8	83.3
Black or African American	10.2	8.5	7.0				
Hispanic or Latino	69.6	70.3	73.3				
Asian or Native Hawaiian/Other Pacific	9.1	10.9	10.2				
White	10.7	9.8	9.5				
<b>Male</b>	61.2	61.6	61.1				
<b>Female</b>	38.8	38.4	38.9				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	

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

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	v
Science:		Graduation Rate:	X

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				v	v	X	57
<b>Ethnicity</b>							

American Indian or Alaska Native						
Black or African American				X	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				v	v	
Multiracial						
Students with Disabilities				vsh	vsh	
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>5</b>	<b>6</b>	<b>0</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	WD		
<b>Overall Score:</b>	72.8	<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P		
School Environment:	10.5	Quality Statement 2: Plan and Set Goals	WD		
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD		
School Performance:	13.6	Quality Statement 4: Align Capacity Building to Goals	WD		
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD		
Student Progress:	36.7				
<i>(Comprises 60% of the</i>					
Additional Credit:	12				

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 2.2</b>	District <b>24</b>	School Number <b>600</b>	School Name <b>Queens Vocational</b>
Principal <b>Melissa Burg</b>		Assistant Principal <b>Magdalen Radovich</b>	
Coach <b>Ted Diamont, Math</b>		Coach	
Teacher/Subject Area <b>Julie Moreau, ESL</b>		Guidance Counselor <b>Liseth Salas-Ocampo, APG</b>	
Teacher/Subject Area <b>Paul Nadler, social studies</b>		Parent <b>Antonia Vega, PA President</b>	
Teacher/Subject Area <b>Bethann Kramer, ISS</b>		Parent Coordinator <b>Miriam Baez-Medina</b>	
Related Service Provider <b>Pat Flynn, Speech</b>		Other <b>type here</b>	
Network Leader <b>Vivian Selenikas</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>1319</b>	Total Number of ELLs	<b>69</b>	ELLs as Share of Total Student Population (%)	<b>5.23%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. All students that are new to the New York City Public School system are given the Home Language Identification Survey (HLIS) and are interviewed by the Assistant Principal of Pupil Personnel Services. The interviews are conducted either in English or through an interpreter in the home native language if necessary. The information on the HLIS is entered into ATS. The ESL Coordinator monitors incoming students twice per month utilizing the RPOB report to determine if the LAB-R should be administered.

2. Queens Vocational and Technical High School currently provides a freestanding ESL program. The school does not offer a bilingual or dual language program; however, if our population should grow to TBE eligible students per grade we would review our program and make necessary changes. Parents are offered two orientation workshops per academic year during which time they view the mandated video and are provided with information on available and potential program choices.

Twice a year the ESL Coordinator organizes a parent orientation. The Coordinator briefly explains to parents why their children are in our ESL program and how their level is based on their NYSESLAT score. Following this, she shows a video, in the parents' native language that clearly outlines all three program choices. She then responds to any other questions that parents might have and has parents fill out the Parent Survey and Program Selection Forms. Parents have consistently chosen to have their children remain in our ESL program (until they test out.)

3. In addition, all written correspondence with parents, including parent surveys and entitlement letters, is translated into appropriate languages by staff or the DOE Translation Unit.

Parents are notified of their child's placement at the beginning of each new school year or directly after their enrollment. This information is sent out in English as well as in their native language.

4. ELL progress is also evaluated throughout the year through use of the ELL periodic assessment, which is given in October and March, and the NYSESLAT exam. ELLs are annually evaluated with the New York State English as a Second Language Achievement Test (NYSESLAT). This test score determines the students' proficiency levels and the ESL class into which they are programmed. Parents are notified, by mail, of their child's placement early in the school year. This information is sent out in English as well as their native language. ELLs are also evaluated using the ELL periodic assessment which is given in October and March.

5. As stated above, Queens Vocational provides a free-standing ESL program aligned with ELA Standards to ensure student preparation for the ELA Regents. Teachers use grade level texts and scaffolding and differentiation techniques. Students are placed according to their NYSESLAT scores into either a: beginning class (where students receive 540 minutes per week) an intermediate class (where students meet for 360 minutes a week) or an advanced class (where students meet for 180 minutes a week).

Students are programmed in homogeneous groups with the exception of several history classes in which we offer a push-in model. One of our two ESL teachers is co-teaching with one of our social studies teachers in a pilot program this year.

6. Yes.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	69	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	16
SIFE	12	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	25

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	18	0	2	26	10	4	25	2	10	69
<b>Total</b>	<b>18</b>	<b>0</b>	<b>2</b>	<b>26</b>	<b>10</b>	<b>4</b>	<b>25</b>	<b>2</b>	<b>10</b>	<b>69</b>

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										30	16	1	0	47
Chinese										4	11	5	0	20
Russian														0
Bengali											1			1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish										1				1
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>35</b>	<b>28</b>	<b>6</b>	<b>0</b>	<b>69</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1-3: Queens Vocational provides a free-standing ESL program aligned with ELA Standards to ensure student preparation for the ELA Regents. Teachers use grade level texts and scaffolding and differentiation techniques. Students are placed according to their NYSESLAT scores into either a: beginning class (where students receive 540 minutes per week) an intermediate class (where students meet for 360 minutes a week) or an advanced class (where students meet for 180 minutes a week).

Students are programmed in homogeneous groups with the exception of several history classes in which we offer a push-in model. One of our two ESL teachers is co-teaching with one of our social studies teachers in a pilot program this year.

4. SIFE: We currently have 12 SIFE students enrolled at Queens Vocational. Our plan for working with SIFE students includes working with

the students' guidance counselors to ensure that appropriate transition strategies are developed and implemented to assist the students in their re-entry to formal schooling.

**Newcomers:** At present, we have 19 students enrolled in the school that have been in the country for less than three years. Our plan for working with newcomers includes extended class time, daily vocabulary work, and emphasis on use of prior knowledge and acquisition of new knowledge. In addition, we use provide appropriate skill level texts including dictionaries, workbooks, and leveled libraries of classics.

**Long-term ELLs:** Our plan for long-term ELL students includes intensive ELA Regents prep with an emphasis on application, analysis, and synthesis, regular monitoring of class and regents grades, and the option to remain in an ESL class for an additional year.

**ELLs with Special Needs:** In response to the requirements of Special Needs students, we review IEPs regularly to ensure that students are programmed appropriately, and receive mandated modifications and support services.

**Transitional Support:** The progress of students making the transition out of ESL into general education ELA classes is monitored regularly. Former ELLs continue to receive testing modification on Regents Exams for two years after they achieve a proficiency level on the NYSESLAT.

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

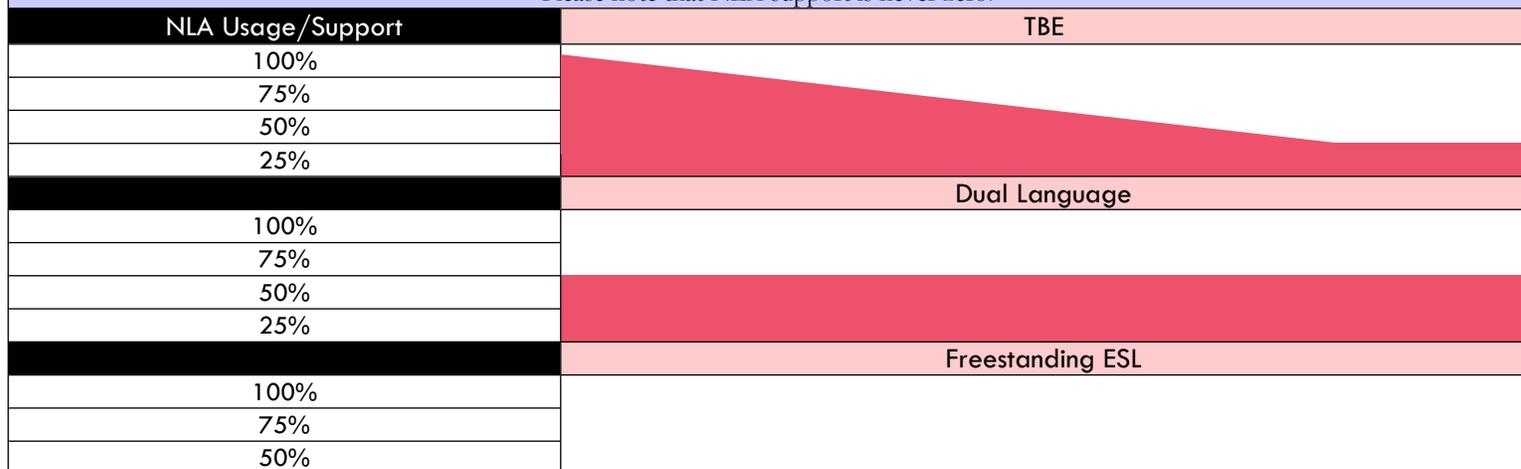
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language Arts and Native Language Support**

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

### B. Programming and Scheduling Information--Continued

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

9th grade ELLs that enter at reading levels 1 and 2 are programmed for double periods of ESL taught by licensed ESL teachers. Beginners in the 9th grade are part of a push-in model in which the ESL teacher pushes in to the social studies class to provide additional language support.

All literacy classes employ Balanced Literacy strategies that include independent and shared reading, and independent and interactive writing exercises, teacher-led Read Alouds that model effective reading techniques and habits, and guided reading of more challenging texts. The teachers provide student centered lessons that implement strategies such as cooperative learning, journal writing, and interdisciplinary, project-based approaches. All lessons, assignments, exams, and projects reflect Regents standards and provide practice for Regents tasks. ESL teachers develop adapted lessons that meet the needs of ELLs and the requirements of ELA Standards, and promote rubrics-based assessments and projects. ELL students participate in all content areas as per Regents requirements and in all CTE programs. A variety of language strategies are utilized in all content areas.

ELLs participate in PM school Regents Prep classes to enhance English language development and use in all content areas. Content area teachers provide instruction and meet regularly with the ESL coordinator on a monthly basis to review ESL strategies and techniques.

Before and after school tutoring is offered prior to Regents exams. All students are offered an additional tutoring period scheduled into their program on Tuesdays. Beginner and struggling ELLs are programmed for tutoring with our 2 ESL teachers as well as one social studies teacher.

There is no language elective offered at QVTHS. A variance allows for an Independent Spanish project that fulfills the language

requirement for graduation

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

ESL and mainstream teachers are offered professional development opportunities throughout the year and on a weekly basis through their SLCs by a CFN consultant. In addition, they are provided with information about citywide workshops that they are encouraged to attend as well as state and national conferences. The Assistant Principal for Humanities, which includes ESL, is provided with professional development opportunities through CFN as available.

### E. Parental Involvement

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

Parental involvement remains a challenge for our community. Parents are provided with regular information regarding resources by the Parent Coordinator and the ESL Coordinator through mailings and phone outreach; however attendance at Parent Association meetings and ELL parent orientations remains sparse.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										7	2	1	0	10
Intermediate(I)										17	14	1	0	32
Advanced (A)										11	12	4	0	27

Total	0	0	0	0	0	0	0	0	0	0	35	28	6	0	69
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										3	1	1	0
	I										6	6	1	0
	A										4	10	3	0
	P										17	16	2	0
READING/ WRITING	B										7	2	1	0
	I										17	9	1	0
	A										11	12	4	0
	P										0	0	0	0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	4	0	2	0	
Math <u>A</u>	0	0	0	0	
Math <u>B</u>	1	0	0	0	
Biology					
Chemistry	0	1	0	0	
Earth Science	7	0	2	0	
Living Environment	35	6	14	5	
Physics	3	0	1	0	
Global History and Geography	3	0	1	0	
US History and Government	39	11	13	8	
Foreign Language					
Other					
Other					
NYSAA ELA					
NYSAA Mathematics					
NYSAA Social Studies					
NYSAA Science					

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

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

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

Initial review of current data patterns reveal that the ELLs at Queens Vocational and Technical High School are progressing at satisfactory rates across grades on the NYSESLAT. Continued focus on reading and writing, however, are indicated by the scores. In addition, while scholarship numbers show improvement, Regents results point to the the need for ongoing additional assistance through regularly scheduled tutoring, before and after school tutoring, and test preparation at appropriate times of the year.

The ELL demographic has also been changing over the past few years. More of our incoming students speak some dialect of Chinese and demonstrate more language deficiency than prior populations. Additional professional development across the curriculum in teaching language skills to this population is indicated.

Teachers regularly review all Periodic Assessments to identify individual need areas.

**Additional Information**

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

Paste additional information here

# Part VI: LAP Assurances

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

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