



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: QUEENS VOCATIONAL AND TECHNICAL HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **24Q600**

PRINCIPAL: **MELISSA BURG**

EMAIL: **MBURG2@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **JUAN MENDEZ**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Melissa Burg	*Principal or Designee	Signature on file
Michael Boyle	*UFT Chapter Leader or Designee	Signature on file
Ann Marie Sacharsky	*PA/PTA President or Designated Co-President	Signature on file
	DC 37 Representative, if applicable	
Htet Aung Jordan Balcacer Kevin Hernandez Paola Iorlano Breanna Losak Merry Shil Davier Simmons	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	Signature on file
Lisseth Salas Ocampo	Member/AP/Financial Liaison	Signature on file
Robert Schimenz	Member/SLT Chairperson/Teacher	Signature on file
Eric MacDonald	Member/Teacher	Signature on file
Ms. Abdollah	Member/Parent	Signature on file
Ms. Lopez	Member/Parent	Signature on file
Ms. Puma	Member/Parent	Signature on file
Ms. Robinson	Member/Parent	Signature on file

Ms. Rychalski	Member/Parent	Signature on file
Ms. Vega	Member/Parent	Signature on file

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year.

By August 2013, the graduation rate for Cohort O will increase by 2%

Comprehensive needs assessment

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

The 2011-2012 graduation rate was 74.2%. By increasing the graduation rate for the entire cohort, it will affect all of our subgroups

Instructional strategies/activities

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

In order to continue to increase our overall graduation success rate for cohort O, we have focused our efforts this year on providing supports and interventions in a variety of ways. These include:

1. **Inquiry Work:** The school-wide goal of Inquiry Work at QVTHS is focused on increasing literacy strategies across the curriculum, in both academic and CTE courses. The work is carried out through our Small Learning Communities (SLCs) by dedicated SLC faculty and Assistant Principals on a weekly basis during common planning time. Teams are assisted by our Guidance Counselor. Teams identify struggling students, gather data through pre - and post - tests, design strategies to address the literacy needs of the targeted groups, and perform ongoing assessment of strategies. Inquiry Work begins in September and continues through June.
2. **AIS Strategies:** AIS strategies are implemented for all at risk subgroups throughout the school year under the supervision of the AIS Coordinator, Bethann Kramer. All teachers are required at the beginning of the school year to review ARIS data and IEP mandates in order to best serve our AIS population.
3. **Credit Recovery Opportunities:** Students that are off track for graduation in Cohort O due to credit accumulation deficits are provided a variety of opportunities to recover missing credits through PM school and Saturday school in the Fall and Spring semesters. In addition to traditional classes, APEX is utilized in these programs. We are using APEX through our Ilzone/Ilearn Grant.

4. Tutoring is offered in Social Studies, Math, and Science, in preparation for Regents Exams.
5. SAT Prep: SAT Prep classes are provided by Kaplan after school and during ELA class time on a weekly basis.
6. Ongoing Data Review: Small Learning Community teams, the Principal, Assistant Principals, Guidance Counselors, content area and CTE teachers, the Parent Coordinator, the Attendance Coordinator, Data Specialists, School Leadership Team members, the ISS Coordinator, and the ESL Coordinator review school data on a weekly, monthly, and marking period basis. Data is drawn from a variety of sources. These include the Progress Report, the School Report Card, the Graduation Tracker, ATS reports, High Schools That Work surveys, Parent and Student surveys, marking period scholarship reports, periodic assessments, Regents, NYSESLAT, and NOCTE scores, current Regents statistics, and monthly attendance reports.
7. Achieve 3000: The Achieve 3000 literacy program for reading intervention provides language support for at risk students reading below level. Research has shown that regular use of the program can boost student reading by 2 levels within one year's use. It is being piloted currently in our 9th grade self-contained class, ESL classes and in our after school tutoring workshops.

Strategies to increase parental involvement

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

The following strategies and activities, as described in the Title I Parent Involvement Policy (PIP) will be implemented to achieve this goal:

- Parent/Teacher Conferences
- Year Round Case Conferencing for struggling students
- School Leadership Team meetings
- Parent Coordinator communications, translated into appropriate languages as needed
- Global Connect Messages
- ARIS Parent Link
- The QVTHS.org website
- Engrade Access
- Monthly Parent Association Meetings
- Daedelus Marking Period Progress Reports

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

The fiscal resources that will be used to achieve the above stated Goal 1 include:

- Improvement Education 55
- Tax Levy
- Title I/ARRA

Human resources that will be used to achieve Goal 1 include:

- Spark Counselor
- Assistant Principal for Pupil Personnel Services
- SLC Directors/Assistant Principals
- All content area and CTE Faculty
- Guidance Counselors
- AP, Organization
- Parent Coordinator
- High Schools That Work Consultants
- Attendance Coordinator
- Data Specialists
- School Leadership Team members
- CFN 2.02 liaisons
- ISS Coordinator
- ESL Coordinator

Service and program coordination

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

Federal, State and Local Services that are utilized to provide support services include:

1. Onsite SPARK counseling
2. State approved CTE Programs

3. McKinney Vento Act services
4. Small Learning Community structure

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

Increase the percentage of students earning 80+ on the Integrated Algebra Regents by at least 2% by August 2013

Comprehensive needs assessment

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

Goal #2, as described above, supports our commitment to meeting the College and Career-Readiness Common Core State Standards and increasing academic rigor, both major areas of focus for us at QVTHS.

Data from college and local college admissions offices indicate that students earning an 80 or better on the Integrated Algebra Regents succeed better in their freshman year than those that earn below an 80.

In addition, students that earn an 80 or better on the Integrated Algebra Regents do not have to take mandated remedial classes in their freshman year of college.

217 scored 80% or above on the Integrated Algebra Regents = 19.5%

2 scored 80% or above on the Math A Regents

6 scored below 80% on the Integrated Algebra Regents, but 80% or above on the Geometry Regents

If you include these 8 students, the number rises to 225 who scored 80% or above on any Math Regents = 20.2%

Instructional strategies/activities

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

In order to continue to increase the percentage of students earning 80+ on the Integrated Algebra Regents, we have focused our efforts this year, therefore, on providing additional supports and interventions to meet this goal which included:

1. Regents Prep: All students in 10th and 11th grade are provided with direct Integrated Algebra Regents prep strategies and practice in

their regular Integrated Algebra classes. Teachers encourage students that have scored below a 75 on the exam to attend after school tutoring sessions throughout the semester preceding the next administration. Students that are off track for graduation in Cohort O because of Integrated Algebra Regents Exam deficits are provided with additional Integrated Algebra tutoring before and after school that specifically targets the math skills required for success on the exam.

2. AIS Strategies: AIS strategies are implemented for all at risk subgroups throughout the school year under the supervision of the AIS Coordinator, Bethann Kramer. All teachers are required at the beginning of the school year to review ARIS data and IEP mandates in order to best serve our AIS population.
3. Professional Development: Ongoing Professional Development is provided for all faculty members on topics that include how to increase Differentiated Instruction strategies and techniques, infusing rigor in instruction, how to use higher order questioning, how to increase student engagement, Math Literacy Design Collaborative, and curriculum revision and mapping based on Common Core Learning Standards in all academic and CTE classes. Workshops are provided by CFN 2.02, the DOE, national consultants from High Schools That Work, ASCD, Assistant Principals, and members of the faculty.
4. Curriculum Revision: Integrated Algebra maps continue to be being developed in concert with the Math faculty, national consultants from High Schools That Work, ISS Coordinator, and the ESL Coordinator in order to align with the Common Core Learning Standards.
5. SAT Prep: SAT Prep classes are provided by Kaplan during the school day and after-school.
6. Instructional supervisors improve teaching and learning through focused observations utilizing the Danielson rubrics: 1) Designing Coherent Instruction 2) Using Questioning and 3) Discussion Techniques and Using Assessment in Instruction
7. Instructional supervisors work with the 9th grade math teachers during walkthroughs on the standards for modeling with math to construct and explore the reasoning behind arguments to arrive at viable solutions to problems.
8. Instructional supervisors conduct walkthroughs to monitor student engagement in hands-on activities that emphasize conceptual understandings versus procedural knowledge.
9. Instructional supervisors utilize the Webb Depth-of -Knowledge framework for observation feedback.
10. Instructional supervisors provide actionable feedback to Integrated Algebra teachers during pre-observation conferences about unit planning based on the common core standards
11. Teachers utilize the “Live binder” prepared and updated by Kenna Barger (of HSTW) for best practices

12. Instructional supervisors conduct walkthroughs regularly to monitor that teachers are checking for understanding during the lesson.

13. Instructional supervisors monitor the implementation of the Mathematical Design Collaborative model (formative assessments) through our school's HSTW instructional coach (not for grading purpose but for inquisitive learning)

Strategies to increase parental involvement

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

The following strategies and activities, as described in the Title I Parent Involvement Policy (PIP) will be implemented to achieve this goal:

- Parent/Teacher Conferences
- Year Round Case Conferencing for struggling students
- School Leadership Team meetings
- Parent Coordinator communications, translated into appropriate languages as needed
- Global Connect Messages
- ARIS Parent Link
- Acuity Assessments
- The QVTHS.org website
- Engrade Access where available
- Monthly Parent Association Meetings
- Daedelus Marking Period Progress Reports
- Daedelus Parent Link

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

The fiscal resources that will be used to achieve the above stated Goal 1 include:

- Title I/ARRA

- Tax Levy Funding

Human resources that will be used to achieve Goal 2 include:

:

- Spark Counselor
- Assistant Principal for Pupil Personnel Services
- SLC Directors/Assistant Principals
- All content area and CTE Faculty
- Guidance Counselors
- AP, Organization
- Parent Coordinator
- High Schools That Work Consultants
- Attendance Coordinator
- Data Specialists
- School Leadership Team members
- CFN 2.02 liaisons
- ISS Coordinator
- ESL Coordinator

Service and program coordination

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

Federal, State and Local Services that are utilized to provide support services for our at risk students in the Economically Disadvantaged subgroup include:

1. Onsite SPARK counseling
2. State approved CTE Programs
3. McKinney Vento Act services

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year.

By June 2013, we will increase the percentage of students in the lowest third earning 10+ credits by 2%

Comprehensive needs assessment

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

Increasing credit accumulation to 10+ credits in the lowest third has been a consistent goal for QVTHS during the past 9 years in our development as a Small Learning Community school. The lowest third percentile of first year students earning 10+ credits has decreased from 72.1% in 2010-2011 to 65.2% in 2011-2012. The lowest third percentile of second year students earning 10+ credits has increased during the same time period by 5.3%. The lowest third percentile of third year students earning 10+ credits during the same time period increased by 5.7%.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
1. Achieve 3000: The Achieve 3000 literacy program for reading intervention provides language support for at risk students reading below level. This is being utilized by 9th and 10th grade ELL and ISS students. Research has shown that regular use of the program can boost student reading by 2 levels within one year's use. It is being piloted currently in our ESL classes and in our after school tutoring workshops.
 2. Parent/Guardian Outreach: A variety of communications are sent out by the Pupil Personnel Department on a weekly and monthly basis to inform parents/guardians of student attendance rates and issues, and are translated as needed. These include Global Connect phone messages that are sent daily to parents/guardians of students that are absent, weekly messages to students that are absent in their courses and monthly Daedalus Reports that inform parents/guardians of their children's absences, cuts, lateness and progress in class.
 3. The Pupil Personnel Department informs parents/guardians when students have been targeted by the Department of Education on their Excessive absence list (both 5-9 days and 10 days or more). Letters are sent home every 10 days. Guidance Counselors receive lists from SLC Teams regarding students that are absent and the Guidance Counselors call parents/guardians. Individual content area and CTE teachers also make weekly contact with the parents/guardians of students that are absent for three or more

days per marking period.

4. The list of students in the lowest third is disseminated through common planning time. Here, teachers and guidance counselors discuss and devise strategies on how best to keep students on track.
5. Professional Development: Guidance counselors, Assistant Principals, and consultants will provide targeted professional development to faculty on topics including increasing student engagement and motivation, protocols for holding attendance meetings during common planning time, and how to have productive conversations with resistant students and/or parents/guardians.
6. Data Review: The Attendance Team meets monthly and reviews the following ATS reports: R4RR, RSAL RCUA, and RSNS. The team is comprised of the Principal, A.P. PPS, attendance office personnel, guidance counselors, Pupil Accounting Secretary and the Parent Coordinator. They discuss targeted interventions, create timelines, and report back on all parental outreach that has been made for the students at risk and on the verge of excessive absences. Each month, the Attendance Team targets several students and the Guidance Counselors make the appropriate outreach. The guidance counselors bring information back to the SLC Teams regarding students who are at risk. The Attendance Coordinator runs the ATS report RYMA and works with Program Chair to disseminate the monthly attendance rate for each SLC in the school.

Strategies to increase parental involvement

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

The following strategies and activities, as described in the Title I Parent Involvement Policy (PIP) will be implemented to achieve this goal:

- Parent/Teacher Conferences
- Year Round Case Conferencing for struggling students
- School Leadership Team meetings
- Parent Coordinator communications, translated into appropriate languages as needed
- Global Connect Messages
- ARIS Parent Link
- The QVTHS.org website
- Engrade Access where available
- Monthly Parent Association Meetings
- Daedelus Marking Period Progress Reports
- Daedelus Parent Link

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

Federal, State and Local Services that are utilized to provide support services for our at risk students in the Economically Disadvantaged subgroup include:

1. Onsite SPARK counseling
2. State approved CTE Programs
3. McKinney Vento Act services
4. Small Learning Community structures

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • 90 minute ELA blocks for Level 1 students and 9th graders • Additional Writing Period for Level 3 and 4 9th graders as budget allows • Additional Regents Prep 12th grade class for graduating seniors that have not passed the ELA • Full-time credit recovery program for 9th grade students that have not earned sufficient credits to move on to 10th grade • Kaplan SAT courses provided by Kaplan 	Whole class	During school day
		Whole Class	During school day
		Small Group	After school
		Small group	During school day
		25 per class	After school

	<p>instructors and ELA teachers</p> <ul style="list-style-type: none"> • Regents Prep tutoring • 8th period school-wide tutoring on Tuesdays • Credit recovery classes and APEX online classes for all at-risk students • Tutoring for ELLs • Achieve 3000 literacy program in 9th grade self-contained ISS, all ESL classes, and one section of Advance credit recovery ELA • CTT and SETSS models programmed where mandated 	<p>Small Group</p> <p>Small Group</p> <p>Small Group</p> <p>Small Group Small Group</p> <p>Small Group</p>	<p>After school and before exams During school</p> <p>After school</p> <p>After school After school</p> <p>During school</p>
Mathematics	<ul style="list-style-type: none"> • 90 minute Integrated Algebra blocks for Level 1 students and 9th graders • Full-time credit recovery program for 9th grade students that have not earned 	<p>Whole Class</p> <p>Small Group</p>	<p>During school</p> <p>During school</p>

	<p>sufficient credits to move on to 10th grade</p> <ul style="list-style-type: none"> • Kaplan SAT courses provided by Kaplan instructors and ELA teachers • Regents Prep tutoring • 8th period school wide tutoring on Tuesdays • Credit recovery classes and APEX online classes for all at-risk students • CTT and SETSS models programmed where mandated 	<p>25 per class</p> <p>Small Group</p> <p>Small Group</p> <p>Small Group</p> <p>Small Group</p>	<p>After school</p> <p>After school and before exams</p> <p>During school</p> <p>After school</p> <p>During school</p>
Science	<ul style="list-style-type: none"> • Full-time credit recovery program for 9th grade students that have not earned sufficient credits to move on to 10th grade • Regents Prep tutoring • Make up Labs for students deficient in number required 	<p>Small Group</p> <p>Small Group</p> <p>Whole class</p>	<p>During school</p> <p>After school and before exams</p> <p>After school</p>

	<p>to take Regents exams</p> <ul style="list-style-type: none"> • Credit recovery classes and APEX online classes for all at-risk students • CTT and SETSS models programmed where mandated 	<p>Small Group</p> <p>Small Group</p>	<p>After school</p> <p>During school</p>
Social Studies	<ul style="list-style-type: none"> • Inquiry Team Work focus on Social Studies school wide for 2012-2013 to improve passing grades on Regents exams • Full-time credit recovery program for 9th grade students that have not earned sufficient credits to move on to 10th grade • Regents Prep tutoring • Credit recovery classes and APEX online classes for all at-risk students • ESL language support through Social Studies 	<p>Small group</p> <p>Small group</p> <p>Small group</p> <p>Small group</p> <p>Small group</p>	<p>During school</p> <p>During school</p> <p>After school and before exams</p> <p>After school</p> <p>During school</p>

	<ul style="list-style-type: none"> • push-in model CTT and SETSS models programmed where mandated 	Small group	During School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • At risk counseling provided to identified students in need, ie., students with 504 plans, school personnel referrals, parental requests, and CSE Related Service mandates 	Individual	During school
	<ul style="list-style-type: none"> • Educational Evaluation performed at parent request and/or school personnel referral 	Individual	During school
	<ul style="list-style-type: none"> • ERSSA counseling services to students in need 	Individual	During school
	<ul style="list-style-type: none"> • Nutrition workshop through Cornell Presbyterian Hospital program 	Small Group	During school

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

100 percent of the faculty at QVTHS are designated as Highly Qualified teachers, as defined by NCLB. All staff receives ongoing Professional Development both on and off site throughout the school year.

These Professional Development opportunities include:

- CFN 2.02 and DOE citywide workshops,
- High Schools That Work workshops and annual Conferences provided by national consultants,
- ASCD conferences,
- Individual, team and department conferences provided by Assistant Principals, Master Teachers, and the Coordinators of ISS and ESL.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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 Phone-master
- 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 are 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 2013 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.

SCHOOL-PARENT COMPACT

Department of Education of the City of New York
**QUEENS VOCATIONAL
AND TECHNICAL HIGH SCHOOL**
37-02 FORTY-SEVENTH AVENUE LONG ISLAND CITY, NY 11101
Melissa Burg, Principal
Phone: (718) 937-3010 Fax: (718) 392-8397

School-Parent Compact

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.

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

37-02 FORTY-SEVENTH AVENUE LONG ISLAND CITY, NY 11101
Melissa Burg, Principal
Phone: (718) 937-3010 Fax: (718) 392-8397

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 comunicarme 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.

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader C. Amundsen/ V. Selenikas	District 04	Borough Queens	School Number 600
School Name Queens Vocational and Technical HS			

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

Principal Melissa Burg	Assistant Principal Magdalen Radovich
Coach	Coach
ESL Teacher Julie Moreau	Guidance Counselor Liseth Salas Ocampo, APG
Teacher/Subject Area Jennifer Kim, ESL	Parent Annmarie Sacharsky
Teacher/Subject Area Quinn Wilson, Social Studies	Parent Coordinator Miriam Baez-Medina
Related Service Provider Pat Flynn, Speech	Other Bethann Kramer, ISS
Network Leader Vivian Selenikas	Other

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	1391	Total Number of ELLs	88	ELLs as share of total student population (%)	6.33%
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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 incoming students to QVTHS 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, Lisseth Salas Ocampo, a native Spanish speaker and trained pedagogue. 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.

If the HLIS indicates a native language other than English, the ESL Coordinator, Julie Moreau, a certified ESL teacher, administers the LAB-R to the students within ten days of their admission to the school. The Spanish LAB-R is administered to students that have a home language of Spanish and that score at or below the cut scores on the LAB-R. Students take the tests in an appropriate setting (Library, unused classroom). 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 currently 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 a minimum of two orientation workshops per academic year. The first is offered at our Annual 9th grade Open House prior to the beginning of the school term. This is when we have the largest turn out of parents during the year. Additional meetings are programmed to meet the needs of parents that are unable to attend Orientation or that have enrolled their children after the formal beginning of the school year.

During these parent orientation sessions, the ESL Coordinator, Ms. Moreau, explains to parents why their children are in our ESL program and how their level is based on their most recent NYSESLAT score. The mandated informational video is shown in the parents' native languages and clearly outlines all three program choices. Parents are invited to ask questions. At the end of the session, the parents fill out the Parent Survey and Program Selection forms which are collected by the ESL Coordinator and kept on file in the office of Magdalen Radovich, the Assistant Principal for Humanities. To date, the majority of parents have consistently chosen to have their children remain in our ESL program (until they test out.)

Translation services are provided as needed.

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.

4. ELLs are annually evaluated with the New York State English as a Second Language Achievement Test (NYSESLAT). The test is administered by the two certified ESL teachers, Julie Moreau and Jennifer Kim during ESL class time. The Reading, Writing and

Listening segments are administered to the whole class at the same time. The Speaking component is done in a separate space, generally the Library or unused classroom, on an individual level. The students are identified by the ATS RLER report. Students are programmed into the appropriate self-contained ESL classes (540 minutes per week for beginners; 360 minutes per week for Intermediates; 180 minutes per week for Advanced) based on their NSYESLAT proficiency level. Ms. Moreau sends entitlement letters at the beginning of the school year to the parents of students that have not yet achieved a Proficient score. All correspondence is sent in the native language of the parents.

Copies of entitlement letters are currently kept in a file in the office of the Assistant Principal, Magdalen Radovich.

ELLs progress is also evaluated using the ELL periodic assessment which is given in October and March. The test is given in the ESL classes by the two certified ESL teachers, Julie Moreau and Jennifer Kim. Data is reviewed by the Assistant Principal for Humanities, Magdalen Radovich, and shared in Small Learning Community meetings with all academic and CTE teachers in order to more effectively provide individualized and scaffolded instruction for ELLs.

5. As stated above, Queens Vocational provides a free-standing ESL program aligned with NYS ELA and Common Core Standards to ensure student preparation for the ELA Regents and college and career readiness. Teachers use grade level texts, 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 both heterogeneous and homogeneous groups.

6. Program models are aligned with parent requests. The majority of parents have requested ESL.

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

This school offers (check all that apply):

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained										34	21	17	5	77
Push-In										11	0	0	0	11
Total	0	45	21	17	5	88								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	88	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	34
SIFE	11	ELLs receiving service 4-6 years	28	Long-Term (completed 6 years)	43

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	17	0	2	28	9	2	43	2	13	88
Total	17	0	2	28	9	2	43	2	13	88

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
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										35	17	7	1	60
Chinese										2	4	11	4	21
Russian										0	0	0	0	0
Bengali										2	0	0	0	2
Urdu										1	0	0	0	1
Arabic										0	0	0	0	0
Haitian										1	0	0	0	1
French										0	0	0	0	0

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
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	1	0	0	1
Albanian										0	0	0	0	0
Other										2	0	0	0	2
TOTAL	0	43	22	18	5	88								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. 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 heterogeneously for the most part except for one class that is currently all Beginners.

2. QVTHS has two certified ESL teachers who provide instruction through both a self-contained and push in model which allow for students at all proficiency levels to receive their respective mandated hours of service.

3. ESL Content Area support is provided through academic content area vocabulary and skills development in all self-contained ESL classes taught by our two certified ESL teachers, Ms. Moreau and Ms. Kim. In addition, native language supported is provided through use of classroom dictionaries and glossaries distributed on Regents days by the ESL Coordinator, Ms. Moreau. All ESL classes will utilize

A. Programming and Scheduling Information

Achieve 300 this year as well to enrich vocabulary, comprehension, and writing skills across levels.

4. 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.

5. 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.

ELLs with 4-6 years: QVTHS uses Achieve 3000 to provide vocabulary, comprehension, and writing support for this subgroup.

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 as well as their mandated ESL classes.

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.

6. In 2011-2012 we will integrate the Achieve 3000 program into all ESL classes to provide additional language support for our students. We also have a social studies push in program for struggling 9th grade ELLs.

7. 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 as well as their mandated ESL classes.

Courses Taught in Languages Other than English ⓘ

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

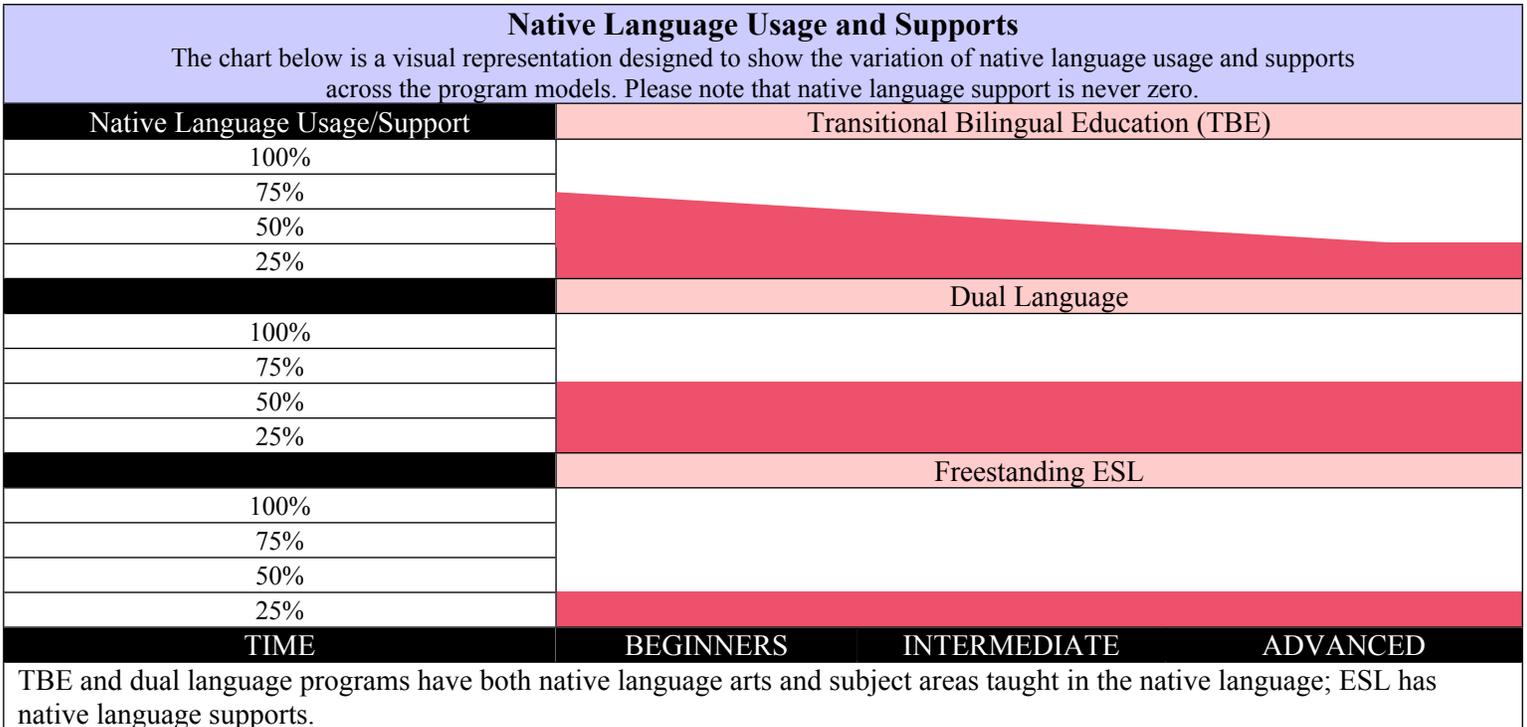
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction
Native Language Arts	0
Social Studies:	0
Math:	0
Science:	0

Class/Content Area	Language(s) of Instruction

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

8-17. 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. Common Core Standards are being adapted and implemented this year in addition. ESL teachers also help Content Area teachers to develop and adapt 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.

Additional native language materials used in ESL classes include English/native language dictionaries and glossaries as well as Spanish language texts in the Library. Lap tops specifically purchased for ELL use will enable the ESL teachers to utilize Achieve 3000 in the classroom and have access to online research and writing capability.

QVTHS does not at present time have 20 or more students whose parents selected TBE in Spanish. All students have access to weekly in school tutoring as well as Content Area and Regents tutoring before and after school.

All incoming 9th grade QVTHS students are invited to our Annual Orientation which is held before the beginning of the formal school year. In addition, parents of ELLs are provided with mandatory information sessions at the Orientation to better understand the options open to their children and the supports with which they will be provided.

Students enrolling after the Orientation or later than 9th grade are provided with one on one information sessions with the guidance staff, school tours, and the opportunity to meet with other faculty and school community members such as the Assistant Principal for Humanities and the Assistant Principals for the Career and Technical Education areas.

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)?

N/A

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.

All subject area teachers, paraprofessionals, guidance counselors, psychologists, occupation/physical therapists,, secretaries, parent coordinators, and other school staff will be provided with JOSE P training this year through our CFN which will fulfill the mandated 7.5 hours of ELL training. ESL and Content Area teachers across the school community are offered professional development opportunities throughout the year and on a monthly basis through their SLCs by a CFN consultant, Diana Scalera. 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, Ms. Radovich, is provided with professional development opportunities through CFN as available.

The 9th grade Small Learning Community provides an integrated transition program for incoming students with a dedicated Director, Ms. Radovich, guidance counselor, Amy Dattner, and faculty of approximately 23 teachers. Ms. Moreau and Ms. Kim, our two certified ESL teachers, along with Bethann Kramer, our ISS Coordinator, provide ongoing instructional support to the 9th grade team in common planning time meetings as well as in Inquiry Team meetings that are focused on our most needy students. In addition, there is a double period ESL class for all 9th graders provided by Ms. Kim.

The Guidance staff, under the supervision of Lisseth Salas Ocampo, Assistant Principal for Pupil Personnel Services, a native Spanish speaker, and other school community members that are fluent in other languages provide faculty and staff with ongoing language support.

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 invited to all extracurricular sports activities as well as many other extracurricular activities. 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. DOE and school based translations services are utilized for all communications. Parents are also invited to our annual CTE Night in the Spring Semester during which time 9th graders choose their upper grade Career and Technical Education majors.

QVTHS is in the process of working with its CBO Legal Momentum to provide informational sessions for parents on immigration concerns and on the growing opportunities for women in non-traditional trades.

Parent needs are assessed based on Annual Parent Surveys and Q and R sessions at PA meetings as well as through parent participation on the School Leadership Team. Additionally, individual case conferences with guidance staff and faculty provide parents with the opportunity to express their views and needs and to be part of the team responsible for addressing them.

Translation services are available for all communications and events.

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)										2	2	1	0	5
Intermediate(I)										24	8	9	2	43
Advanced (A)										17	12	8	3	40
Total	0	0	0	0	0	0	0	0	0	43	22	18	5	88

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	1	1	0
	I										2	4	5	0
	A										14	4	6	2
	P										27	13	6	3
READING/ WRITING	B										2	2	1	0
	I										24	8	9	2
	A										13	12	6	3
	P										4	0	2	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
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	29		13	
Integrated Algebra	29	3	10	3
Geometry	22	0	10	0
Algebra 2/Trigonometry	4	0	1	0
Math				
Biology				
Chemistry	6		4	
Earth Science	15	0	2	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment	27	0	19	0
Physics	1	6	0	1
Global History and Geography	8	0	5	0
US History and Government	32	3	7	2
Foreign Language		1		1
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Initial review of current data patterns reveal that the ELLs at Queens Vocational and Technical High School need more targeted literacy and language development intervention, particularly in reading and writing, in their core Content Area courses. To this end, based on the findings below, we have made several modifications to our ELL program and have brought these concerns to the LAP team for further study and consideration of interventions.

The current LAB-R was taken by three students that were entering from private schools. The two languages indicated on the HLIS for these students were Spanish and Polish. The three students scored Proficient and tested out of ESL.

Data patterns across proficiency levels and results on current Regents exams indicate that QVTHS ELLs require more targeted instruction in the areas of Reading and Writing. Since the predominant number of ELLs are in the 9th grade, the 9th grade team has reviewed its literacy across the curriculum program in ELA and social studies. In the 9th grade, students take ELA and US History. Three years ago we piloted an ESL/social studies push in model to support the content language development of our ELLs. In the first year of the ELA/US History integrated program the majority of the students enrolled in the US History push in class, all of whom were ELLs, succeeded both in their course work as well as on the US History Regents exam. In the second year, we integrated the ELLs into a General Education class with the same two teachers and the students demonstrated a significant and sharp drop in course and exam success rate. Upon review of this data, we determined that it best serves our students to follow the model of the first year. To this end we have created a course section for 2011-2012 that is comprised completely of Intermediate and Advanced ELLs, with the exception of one Beginner.

To address the needs of our upperclass ELLs, we have created 10th-12th grade Beginners only class that provides one on one and small group direct instruction and practice in reading, writing, vocabulary development and content course tutoring.

This year we have begun the integration of Achieve 3000 in all ESL classes based on the recommendation of our CFN liaison.

Based on ELL and ELA Periodic Assessment data, content area teachers will be provided with additional professional development during common planning time on a monthly basis on scaffolding and differentiation for all ELLs with a special focus on ELLs with IEPs. This initiative will be led by Ms. Moreau, the ESL Coordinator and Ms. Kim, the second ESL teacher. In addition to onsite professional development, all teachers across the disciplines will attend CFN workshops in the Jose P initiative as well as literacy conferences provided by our national reform partner High Schools That Work and other regional and statewide conferences.

This year QVTHS opted to offer ESL Periodic Assessment in the fall. Results will be reviewed by Ms. Moreau, the ESL Coordinator, Ms. Kim, the second ESL teacher, Ms. Radovich, the Humanities AP, and the LAP team to analyze student needs and create an appropriate intervention program for those demonstrate continued weakness in reading.

ELL data is also used by all SLCs to monitor ELL progress and to help in determining appropriate interventions for ELLs at all levels by all teachers across the disciplines.

Guidance counselors, related services providers, and the parent coordinator assist in explaining these results and interventions to the parents in our community.

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.

The ELL demographic has changed over the past few years. More of our ELL students are entering 9th grade with less language proficiency than in previous years and require more targeted intervention and transition support.

Part VI: LAP Assurances

School Name: Queens Vocational

School DBN: 24Q600

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Melissa Burg	Principal		10/26/11
Magdalen Radovich	Assistant Principal		10/26/11
Miriam Baez Medina	Parent Coordinator		10/26/11
Julie Moreau	ESL Teacher		10/26/11
Annmarie Sacharksy	Parent		10/26/11
Jennifer Kim	Teacher/Subject Area		10/26/11
Quinn Wilson	Teacher/Subject Area		10/26/11
	Coach		1/1/01
	Coach		1/1/01
Amy Dattner	Guidance Counselor		10/26/11
Vivian Selenikis	Network Leader		10/26/11
Bethann Kramer	Other <u>ISS Coordinator</u>		10/26/11
Liseth Salas Ocampo	Other <u>AP, PPS</u>		10/26/11
Pat Flynn	Other <u>Related Service</u>		10/26/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24@600 **School Name:** Queens Vocational and Technical HS

Cluster: 2.2 **Network:** 10

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.

Our school's written translation and oral interpretation needs are assessed based on information provided by parents/guardians on the Home Language Survey (see Part 3 Parent Information, Questions 1 and 2) and ATS data culled for the purposes of the Language Acquisition Policy Demographics report.

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, SLT meetings, 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, the Parent Coordinator, 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>.

Based on the stipulations put forth in the New York City Department of Education Parent Bill of Rights and Responsibilities we provide each parent/guardian "whose primary language is a covered language and who require language assistance services" with a copy of the Bill of Parent Rights and Responsibilities outlining their rights regarding translation and interpretation services. This information is disseminated through the Pupil Personnel Department at the beginning of every year via the Family Guide and copies of the Bill in English and Spanish.

Signs indicating the availability of interpretation services are posted at the main entrance and outside the Parent Coordinator's office in eight languages.

The school safety plan includes the number of the translation unit for parents to call for translation services when needed.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: Queens Vocational and Tech. HS	DBN: 24Q600
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school	<input checked="" type="checkbox"/> After school
<input type="checkbox"/> Saturday academy	<input checked="" type="checkbox"/> Other: consolidated with classroom instruction
Total # of ELLs to be served: <u>68</u>	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K	<input type="checkbox"/> 1
<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input type="checkbox"/> 5
<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	
Total # of teachers in this program: 2	
# of certified ESL/Bilingual teachers: 2	
# of content area teachers: 0	

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

ACHIEVE 3000 PROGRAM

Rationale: Incoming freshmen continue to make up our largest percentage of ELLs. Many of these students who are new to our school are at least two years below reading level.

We will use Achieve 3000 with our entire ELL population of 68 students since last year we piloted the program and were able to meet our AMAO 1 and 2. This differentiated reading program allows teachers to monitor student progress on a daily basis. Achieve 3000 can be used before and after school on site and is being used as extra credit assignments for students with computer access at home. This allows us significant additional resources to help our students to build their academic language skills.

Grade Levels and Subgroups: Achieve 3000 will be used with all grade levels and subgroups among ELLs including those with IEPs. Therefore the 42 9th grade ELLs will use it in preparation of the US History and Living Environment Regents. The 26 upper classmen will use also use it to enhance their general academic reading skills.

Schedule and Duration: A 45-minute session will be offered each Monday and Wednesday after school from 3:37 to 4:12pm to supplement in class use of program from December until June for 24 weeks. There will be 2 groups of 15 - 20 students in each group. The first group consists of the 9th grade ELLs and the second group will consist of the upper classmen.

Language of Instruction: Currently Achieve 3000 is accessible in English and Spanish.

of Certified Teachers: The students will be served by two certified ESL teachers.

Types of Materials: Non Fiction texts, charts, maps and other visual aides.

ELL LIBRARY

Rational: Most of our ELL population will take the English Regents either this year or next year and therefore must be able to master this challenging exam. In able to do this, students must read regularly in order to be knowledgeable of literary elements and devices employed in the literature that they read.

Grade Levels and Subgroups: All 9th grade and 10th grade ELLs as well as the upperclassmen who have not yet passed the English Regents with a 75 or above.

Schedule and Duration: The high interest books will be housed in the two After School ESL classrooms and will be available for students on Monday and Wednesday for 15 minutes to check out after their

Part B: Direct Instruction Supplemental Program Information

scheduled After School ESL class for 24 weeks. These books are to be used at home by the ELLs. This is being done to encourage ELLs to read outside of class, which aligns with the school goal to encourage reading at least 25 books per year.

Language of Instruction: These books are in English. Dictionaries of all students' languages are also available.

Number of Certified Teachers: The students will be served by two certified ESL teachers for fifteen minutes on Monday and Wednesday 4:13-4:27.

Types of Materials: Graphic novels and other high interest level books.

AFTER SCHOOL Small Group Instruction FOR ELL STUDENTS

Rationale: Our ELLs need extra support in the different academic subjects and require Regents preparation to ensure they pass the Regents exams in June. Since they are struggling readers and writers they are having trouble in their content area classes, especially in history class. ELL participants will also take two one-day trips to the New York Historical Society for enrichment in coordination to the US History tutoring.

Grade Levels and Subgroups: The Title III Supplementary after school program will provide small group instruction to four groups of 10 -15 ELL students, grades 10-12, who need to extra help in different subjects with an emphasis on passing the US History Regents by June 2013.

Schedule and Duration: The small group program will run from March to June for a total of 25 one-hour sessions on Tuesdays and Thursdays after school from 3:37pm to 4:37pm. The two trips will take place in the Spring semester and will depend on museum availability and those who are participating.

Language of Instruction: English with Spanish language support.

of Certified Teachers: There will be 5 teachers, One US History, one Mathematics, one Science, One English and one ESL (push-in) certified teacher will conduct this small group program.

Typed of Materials: Non Fiction texts, first hand historical accounts, maps and other visual aides, two admissions to the New York Historical Society for 2 teachers, 2 chaperones and 15 students.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here:

Our ESL teachers attend multi-session trainings and workshops sponsored by the NYCDOE such as "The Bilingual Brain" the SIFE Institute, and "ELLs and the Common Core Standards". The purpose of workshops is to provide teachers with additional training and professional development in the areas of differentiation for ELLs, strategies for improved language development skills, and exposure to new resources and materials all geared towards promoting and improving ELL progress.

This year both of our ESL teachers will attend a four-part workshop entitled, "Improving Outcomes for Students with Disabilities and English Language Learners". This 4-part workshop series will build an understanding of the cultural, linguistic and instructional needs impacting English Language Learners with Disabilities. It is presented by Regional Special Education Technical Assistance Support Center (RSE TASC)/The Division of Students with Disabilities and English Language Learners (DSWDELLs). This professional development series will take place in the Spring semester.

Since all of our other teachers work with ELLs, they have also received training. Most of this professional development takes place during the Common Planning Time daily meeting, when the ESL teachers share ELL best practices with their colleagues. Ms. Moreau and Ms. Isaza, our two certified ESL teachers, along with Bethann Kramer, our ISS Coordinator, provide ongoing instructional support to the 9th grade team in common planning time meetings as well as in Inquiry Team meetings that are focused on our most needy students. In addition, there is a double period ESL class for all 9th graders provided by our two certified ESL teachers.

Ms. Isaza, our new certified ESL teacher, will participate in an upcoming QTEL workshop. This 5 day session (each lasting 6 hours) professional development will most likely be held in the Spring and be offered by the NYC Department of Education. The time, place, and presenter are to be announced. The QTEL training will focus on instruction for intermediate to high-level English Language Learners.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parental involvement remains a challenge for our community. Parents are invited to participate in all school activities as well as extracurricular activities.

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, which occur once a month during the last Thursday of the month, and ELL parent orientations, remains sparse. DOE and school based translations services are utilized for all communications.

Part D: Parental Engagement Activities

Parents are also invited to our annual CTE Night in the Spring Semester during which time 9th graders choose their upper grade Career and Technical Education majors. We normally have all CTE teachers and guidance counselors present the different programs and the students then fill out an application ranking their programs of choice. This CTE Night meeting normally takes place in February.

QVTHS is working with its CBO Legal Momentum to provide informational sessions for parents on immigration concerns and on the growing opportunities for women in non-traditional trades.

Parent needs are assessed based on Annual Parent Surveys and Q and R sessions at PA meetings as well as through parent participation on the School Leadership Team. Additionally, individual case conferences with guidance staff and faculty provide parents with the opportunity to express their views and needs and to be part of the team responsible for addressing them.

Translation services are available for all communications and events.

Parent Computer Course

Rationale: In order to get parents of ELL students to communicate with teachers through Endgrade and via email, our school will offer these parents an introduction to computers class. This class will teach parents computer basics, how to set up an email account, how to communicate through email and how to use the Endgrade tool in our school website.

Grade Levels and Subgroups: All parents of ELL students with an emphasis on Spanish-speaking parents, as they comprise the largest ELL group in the school.

Schedule and Duration: The parent introduction to computers course will run from March to June for a total of 10 two-hour sessions after school from 5:00pm through 7:00pm.

Language of Instruction: English with Spanish language support.

of Certified Teachers: One Career and Technical Education certified teacher who is skilled in using computers and a translator.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		