

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

School Name: QUEENS VOCATIONAL AND TECHNICAL HIGH SCHOOL
DBN (i.e. 01M001): 24Q600
Principal: MELISSA BURG
Principal Email: MBURG2@SCHOOLS.NYC.GOV
Superintendent: JUAN MENDEZ
Network Leader: NANCY DIMAGGIO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Melissa Burg	*Principal or Designee	
Michael Boyle	*UFT Chapter Leader or Designee	
Sonia Rodriguez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Htet Naing Aung	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Theresa McCoy, Goodwill	CBO Representative, if applicable	
Robert Schimenz	Member/ Teacher Rep	
Maria Restrepo	Member/ Parent Rep	
Blanca Lopez	Member/ Parent Rep	
Cecilia Vidal	Member/ Parent Rep	
Liseth Salas Ocampo	Member/ CSA Rep	
Breanna Losak	Member/ student representative	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

Small learning community teams will implement targeted credit recovery and accrual strategies that will result in an increase of the graduation rate for cohort Q by at least 2% by August 2015 as measured by the NYCDOE School Quality Report.

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.

We continue to be committed to graduating 100% of our students in 4 years. The last two years, as seen in our 2013-14 progress report and our current quality snapshot, has remained stagnant at 80%. Currently, 76% of cohort Q is on track to graduate June 2015.

Instructional Strategies/Activities

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

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

1. Credit Recovery
2. Regents Prep
3. Professional Learning
4. SLC meetings

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

1. AP Pupil Personnel Services
2. Departmental APs, AP Pupil Personnel Services
3. Principal, professional development committee
4. SLC directors and teacher leaders

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

1. February and June 2015- review of credit accumulation
2. February and June 2015 review of regents results
3. Through observation of the PD, classroom observation, and Chancellor's professional learning days-improved teaching strategies
4. Through observation of meetings, classroom observation and SLC data-improved teaching and learning

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

1. October 2014-June 2015
2. December 2014-January 2015, May 2015-June 2015
3. September 2014-June 2015
4. September 2014-June 2015

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

1. Staff to provide support and funds to pay for staff and materials
2. Staff to provide tutoring and funds to pay for staff and materials
3. SBO to change Friday schedule and change faculty and department meetings, PD committee to create on-going PD to staff
4. Programmatically allow as many teachers as possible to have their professional period at the same time as their SLC lunch period

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).

Invite parents to SLC meeting to review academic standing of their child

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							
ED 55, C4E							

Goal and Action Plan #2

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

Annual Goal #2

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

Small learning community team members will implement targeted credit recovery and accrual strategies that will result in an increase of the percent of students who earn 10+ credits in their third year of school, as measured by the NYCDOE school quality report.

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.

Keeping students on track to graduate is an important goal for QVTHS since our school requires a minimum of 54 credits to graduate with a CTE endorsed diploma. Last year's effort to increase credit accumulation was a success as we met last year's goals. However, based on this year's progress report, only 77% of students in their third year of high school have accumulated the required credits to move on to the next grade. This is below the city average.

Instructional Strategies/Activities

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

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

1. Credit recovery courses
2. Professional development
3. SLC Team meetings

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

1. AP Pupil Personnel Services
2. Departmental APs, AP Pupil Personnel Services
3. SLC Directors and teacher leaders

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

1. February and June 2015- review of credit accumulation
2. CTE teachers will review transcripts and report cards to help keep students on track
3. SLC team meeting will review student progress, meet with students and or parent

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

1. October 2014-June 2015
2. September 2014-June 2015
3. September 2014-2015

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

1. Staff to run the class and funds for staff and supplies.
2. SBO to change Friday schedule and change faculty and department meetings, PD committee to create on-going PD to staff
3. Programmatically allow as many teachers as possible to have their professional period at the same time as their SLC lunch period

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).

Pupil path allows real-time access for parents to monitor student progress

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

ED 55, C4E

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 All teachers will implement effective instructional strategies that will result in an increase in the percentage of students who earn college ready scores on the ELA and math regents by at least 2% by August 2015, as measured by the NYSED ELA and Mathematics Regents assessments.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 This goal supports our commitment to meeting the college and career readiness common core state standards and increasing academic rigor, both a major focus for us. Based on the quality snapshot only 31% of our students are meeting this benchmark currently.

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Double period English and math courses for 9th graders
 2. College ready math course
 3. College focus and college now remedial courses
 4. Professional development
- B. Key personnel and other resources used to implement each strategy/activity**
1. AP Math, AP English
 2. AP Math
 3. College Now Coordinator
 4. Academic AP, ESL coordinator, ISS Coordinator
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. 9th grade SLC team meeting will evaluate individual progress of students
 2. February and June 2015 after the results of the Regents are analyzed
 3. Teachers will work with college now coordinator to plan for student success
 4. Through class observations teachers will improve on questioning and discussion
- D. Timeline for implementation and completion including start and end dates**
1. September 2014-June 2015
 2. September 2014-June 2015
 3. September 2014-June 2015
 4. September 2014-June 2015
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Funds, space and staff to run all the courses necessary
 2. Funds, space and staff to run all the courses necessary
 3. Funds, space and staff to run all the courses necessary
 4. SBO to change Friday schedule and change faculty and department meetings, PD committee to create on-going PD to staff

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).
 Freshman orientation meeting, college now coordinator contact with parents

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							
ED 55, C4E							

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Tutoring, additional support courses, free SAT prep courses, extra teacher support services	Whole group, small group and 1 to 1 as necessary	Before, during and after the school day as well as on Saturdays.
Mathematics	Tutoring, additional support courses, free SAT prep courses, extra teacher support services	Whole group, small group and 1 to 1 as necessary	Before, during and after the school day as well as on Saturdays.
Science	Tutoring, make up labs, extra teacher support services	Whole group, small group and 1 to 1 as necessary	Before, during and after the school day as well as on Saturdays.
Social Studies	Tutoring, additional support courses, extra teacher support services,	Whole group, small group and 1 to 1 as necessary	Before, during and after the school day as well as on Saturdays.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Academic supports or counseling, emotional counseling, ISS referral, outside referral	Whole group, small group and 1 to 1 as necessary	During the day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
100% of the faculty at QVTHS is designated as highly qualified as defined by NCLB. All staff receives on-going PD both on site and off site throughout the school year. These professional development opportunities include: <ul style="list-style-type: none"> . CFN and DOE workshops . High Schools That Work professional development and conferences . professional learning Fridays with teacher lead PD . Daily common planning time . Departmental meetings

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All staff receives on-going PD both on site and off site throughout the school year. These professional development opportunities include: <ul style="list-style-type: none"> . CFN and DOE workshops . High Schools That Work professional development and conferences . professional learning Fridays with teacher lead PD . Daily common planning time . Departmental meetings

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The aim of the services and programs made available to improve school goals is to enhance the entire educational program and help all students reach proficient and advanced levels of achievement while maintaining integrity for the intent and purpose of the original program.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The MOSL committee met several times to review last year's MOSL process, this year's choices, and then select assessments for the current year.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 24Q600

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$743,686.02	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$7,836,061.00	X	See action plan

¹Explanation/Background:

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

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

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

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

²The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part A: School Information	
Name of School: <u>Queens Voc. & Tech. H.S.</u>	DBN: <u>24Q600</u>
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
Total # of ELLs to be served: <u>58</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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

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

Describe the direct instruction supplemental program here and include the

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

Begin description here:

AFTER SCHOOL SMALL GROUP INSTRUCTION FOR ELL STUDENTS

Rationale: Our ELLs need extra support preparing to pass the US History Regents exam in June 2015 and 48 advanced ELL students need extra support to achieve the proficient level in the NYSESLAT. Since they are struggling readers and writers they are having trouble writing responses to prompts in the history course and ESL courses as noticed by the push-in ESL teacher for this course. ELL participants will also take two (2) one day trips to the New York Historical Society for enrichment in collaboration to the US History tutoring.

Grade Levels and Subgroups: The Title III Supplementary after school program will provide small group instruction to four (4) groups of 10 -15 ELL students, grades 9-11, who need to extra help in, and preparing for, the US History Regents and the NYSITELL.

Schedule and Duration: The small group program will run from January to April for a total of 28 two-hour sessions on Tuesdays and Thursdays after school from 2:30pm to 4:30pm. The two NYC Historical Society Trips will take place in the spring and will depend on the Museum’s availability and that of those who are participating.

Language of Instruction: English with Spanish language support.

of Certified Teachers: 1 ESL certified teacher will conduct this small group program.

Types of materials: 4 educator and 60 student admissions to the New York Historical Society; we need to purchase 4 laptops so all student have access to the internet during the small group instruction; and supporting materials and supplies for the small group instruction.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: _____

Rationale: Our ESL teachers attend trainings and workshops sponsored by the NYCDOE's Department of English Language Learners and Student Support to provide teachers with additional training and research-based information on how to foster ESL students' success. Without these professional development opportunities, our teachers would not be able to learn and put into practice the new skills and technologies being developed to ensure ELL progress.

In addition to these trainings, several of the 9th grade teachers, including the two ESL teachers, will participate in "Writing Revolution" Trainings. These professional development sessions will take place throughout the school year, so that our students will simultaneously improve their writing and their understanding of content area subjects. The exact training dates are to be announced.

Teachers to receive training: 2 ESL Teachers will receive external training and since all general education and Career and Technical Education teachers work with ELLs, they will receive in-house training during the Common Planning Time (CPT).

Schedule to receive training: the two ESL teachers will attend the "Collaborative Strategic Reading (CSR): Research Based Approach to Reading Comprehension (Grades 6 – 10)" on November 13, 9:00 a.m. to 3:00 p.m. The two ESL teachers will also take advantage of other professional development opportunities as the Department of English Language Learners and Student Support post them. CPT daily meeting take place once a week on Thursdays during designated periods for the entire school year.

Topics to be covered: Collaborative Strategic Reading (CSR): Research Based Approach to Reading Comprehension; differentiation for ELLs, strategies for improved language development skills, and exposure to new resources and materials all geared towards promoting and improving ELL progress.

Name of provider: All NYCDOE training providers are to be announced. Ms Moreau and Ms Isaza (our two certified ESL teachers) along with Ms Bethann Kramer (our ISS Coordinator) present ELL best practices, provide ongoing instructional support and assist with inquiry team meetings that are focused on our neediest students.

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

Part D: Parental Engagement Activities

Begin description here:

PARENT INTRODUCTION TO COMPUTER AFTER SCHOOL COURSE

Rationale: Parental involvement remains a challenge for our community. It is especially difficult for our parents and teachers to communicate with each other due to the language barriers and lack of information regarding the services available through the school and the NYC DOE. This course will provide parents with readily available tools to communicate with teachers, and vice-versa, and will minimize the language barrier issues we are currently encountering.

Schedule and Duration: The course will run from March to June for a total of 10 two-hour weekly sessions after school from 5:00pm through 7:00pm. The days of these sessions will be determined by the participants' availability.

Topics to be covered: This class will teach parents computer basics, how to set up an email account, how to communicate through email and how to use the PupilPath program (which has a translation tool) to communicate with their child's teachers.

Name of provider: 1 Career and Technical Education certified teacher who is skilled in using computers and 1 Spanish translator since that is the predominant ELL population. These positions will be posted and filled, as we get closer to the start of the course.

Parent Notification: Parents of ELL students will receive a letter from Ms Julie Moreau, the ESL Coordinator, which will be translated into the student's home language. In addition, Ms Miriam Baez, our parent coordinator, will announce the availability of this course at parent meetings.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
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, 	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 24	Borough Queens	School Number 600
School Name Queens Vocational & Technical HS		

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

Principal Melissa Burg	Assistant Principal Claudio Garcia
Coach	Coach
ESL Teacher Vivivana Isaza	Guidance Counselor Liseth Salas Ocampo/APG
Teacher/Subject Area Julie Moreau/ESL Coordinator	Parent Anmarie Sacharsky
Teacher/Subject Area Lisa Martino Alves/SS	Parent Coordinator Miriam Baez-Medina
Related Service Provider Bethann Kramer	Other Robert Davidson/Program Chair
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1557	Total number of ELLs	73	ELLs as share of total student population (%)	4.69%
--	-------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0	0	0
Dual Language <small>(50%:50%)</small>										0	0	0	0	0
Freestanding ESL														
self-contained										20	18	3	1	42
Discrete ESL class										30	1	0	0	31
Total	0	0	0	0	0	0	0	0	0	50	19	3	1	73

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	73	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	31
SIFE	3	ELLs receiving service 4-6 years	20	Long-Term (completed 6+ years)	39

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	14	0	3	20	1	4	39	2	24	73

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	14	0	3	20	1	4	39	2	24	73
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										46	15	1	0	62
Chinese										1	0	1	0	2
Russian										0	0	0	0	0
Bengali										1	2	1	0	4
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										1	0	0	0	1
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	2	2	0	4
TOTAL	0	49	19	5	0	73								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	0	0	1	3
Intermediate(I)										15	3	1	0	19
Advanced (A)										33	16	2	0	51
Total	0	50	19	3	1	73								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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 (SWD)									0

NYS Science

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	53		31	
Integrated Algebra	47	1	24	1
Geometry	2	1	2	1
Algebra 2/Trigonometry	1		0	
Math _____				
Biology	0		0	
Chemistry	0		0	
Earth Science	4	1	4	1
Living Environment	1		0	
Physics	0		0	
Global History and	49	1	13	1
Geography	0		0	
US History and	3		2	
Foreign Language	0		0	
Government	0		0	
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The ESL teachers administer the Periodic Assessment for English Language Learners in the beginning of the school year to assess the literacy skills of all ELLs. When the results are available the teachers analyze the students scores to find their strenghts and weaknesses. In addition to the Periodic Assessment for ELLS, the advanced ELLs also took the ELA Performance Assessment which

provides data on students reading and writing skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The fall 2013 RLAT shows that most of our ELLs have progressed into the next proficiency level. In fact, 26 9th and 10th graders moved from an intermediate level to an advanced level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Currently the RMNR is not available. However in the past our students have scored higher in listening and speaking than in reading and writing. Therefore we are using literacy programs such as Achieve3000 to help our students further develop their reading and writing skills.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Approximately 2/3rds of our ELL population is in the 9th grade nearly most of the remaining third is in the 10th grade. There are only a couple of ELLs in the 11th grade and only 1 in the 12th. This data shows us that a majority of our students become proficient within a year or two of the ESL program.
 - b. The teachers use the results of the ELL Periodic Assessment to drive instruction. These teachers meet regularly with the content area teachers during Smaller Learning Community common planning time, where they discuss the needs of all students, including ELLs.
 - c. Previous periodic assessments show that ELLs need to enhance their reading and writing skills. Therefore ELLs now regularly use Achieve 3000 to bolster their command of reading. A significant portion of classtime is also devoted to Common Core writing skills, in particular, writing a grade level argumentative essay. Native language support is given in various ways. For example, the 9th grade ESL teacher, who has the most ELLs is a fluent speaker of both English and Spanish, the first language of most of our ELLs. All ELLs have access to bilingual dictionaries.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Children's second language development is considered in instructional decisions. All teachers, including ESL teachers, frame content information in a way that is accessible to ELLs. For example, word walls and other vocabulary building activities are done in most classes.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
N/A

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the

HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

All 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, Liseth 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 RLER report to determine if the LAB-R should be administered.

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.

Queens Vocational and Technical High School currently provides a freestanding ESL program. The school does not offer a bilingual or dual language program; however, if our population should grow to TBE eligible students per grade we would review our program and make necessary changes.

To ensure that our parents are aware of the three program choices, we offer an introductory orientation 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. We have such meeting approximately within 10 days of the student's enrollment in our school.

During these parent orientation sessions, the ESL Coordinator, Ms. Moreau, explains to parents of students who have just been identified as ELLs, as to why their children are in our ESL program and how their level is based on their recent LAB-R 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 Claudio Garcia, the Assistant Principal of ESL. 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

After reviewing the NYSESLAT scores, the ESL Coordinator and Assistant Principal of ESL send out Entitlement Letters to students who scored either: advanced, intermediate, or beginner on the NYSESLAT. Non Entitlement Letters are mailed to the parents of students who scored proficient on the NYSESLAT. All letters are sent home in English and the child's native language shortly after the beginning of the school year.

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. ELLs are annually evaluated with the New York State English as a Second Language Achievement Test (NYSESLAT). The results of this exam dictate if a student is placed in a: beginner, intermediate or advanced ESL class.

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 NYSESLAT 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, Claudio Garcia.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The students, who take the NYSESLAT or LAB-R are identified by the ATS RLER report.

The NYSESLAT is administered by the two certified ESL teachers, Julie Moreau and Viviana Isaza 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.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- We have not received any new ELLs this year or last year. Parents of newly identified ELLs in previous years have requested an ESL program for their children.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - 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])?

Queens Vocational provides a free-standing ESL program aligned with Common Core 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).

While ELLs in 10th through 12th grades are grouped together based on their level, 9th grade ELLs are only with other 9th grade ELLs. The advanced 9th grade ELLs, are not in a self-contained ESL class, but rather receive ESL instruction in their American History class, which is co-taught by a certified ESL teacher, and a certified history teacher. The other 9th grade ELLs are also in this co-taught history 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)?
- How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Since QVTHS does not have a transitional bilingual or dual language program, we do not evaluate ELLs in their native language. However ELLs, and former ELLs who became proficient within the last two years, are offered Regents Exams in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ESL teacher give a variety of assessments throughout the school year. The most formal of such evaluations is the Periodic Assessment for English Language Learners. Less formal ones include: classroom presentations, exit slips, other daily assignments including quizzes and tests.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

SIFE: There are very few 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 14 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. These students use Achieve 3000 to learn more about current events and content area subjects.

ELLs with 4-6 years: These students also use Achieve 3000 to provide vocabulary, comprehension, and writing support. When possible they are placed in a history class that is co-taught with a certified ESL teacher.

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.

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

Teachers of ELL-SWDs use a variety of instructional strategies and grade-level materials the provide access to academic content

areas and accelerate English language-development. These include using graphic organizers, having a text and visually rich classroom, and project based learning.

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

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

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

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

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

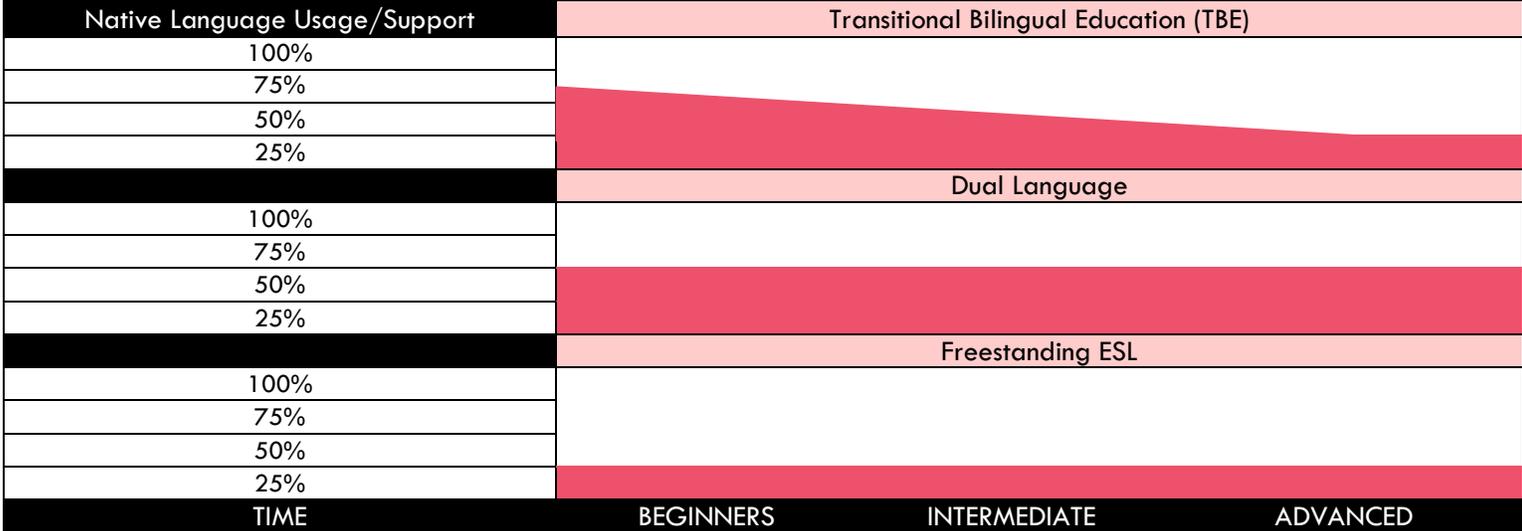
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Teachers are aware of which of their students are ELLs based on information found in ARIS. With this knowledge they create assignments that strengthen students' vocabulary and writing skills. ELLs are also offered evening classes which enable them to earn course credit if they have fallen behind. Such classes are usually smaller and the teacher can give them more individual attention.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Currently our ELLs are progressing to the next grade at the same rate as our general education population.
11. What new programs or improvements will be considered for the upcoming school year?
An advanced placement Spanish class will be offered next year, to strengthen our Spanish speaking ELLs skills in understanding and responding to literature.
12. What programs/services for ELLs will be discontinued and why?
There are not any programs that will be discontinued for ELLs. They benefit from the free standing ELL classes as well as the push in class.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students are able to participate in all school programs including various sports teams, a book club, as well as a Good Will tutoring and counseling club. In addition to these school activities, students are encouraged to join programs that are connected to their vocational training such as the MOUSE Squad (a computer technician team) the robotics team and the animation club which fosters the skills of graphic arts students and others.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Most ELL classrooms have a laptop cart so students can use Achieve3000, conduct required research both in English and their native language.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
All of the ninth grade ELLs are taking their ESL class with a bilingual teacher who speaks Spanish, the native language of more than 2/3rds of this cohort. All of the other students have access to digital and hard bilingual dictionaries or glossaries. The QVTHS library offers a wide range of books in Spanish.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
These programs correspond to the ELLs' interest, age and grade level because
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
A Summer Bridge program to prepare incoming 9th graders for high school. While open to all incoming freshmen, a special effort is made to encourage ELLs to participate.
- 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 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.
18. What language electives are offered to ELLs?
ELLs are offered Spanish Language Arts.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time

(simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

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 primarily through High Schools that Work, a partner organization. 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 ESL is Claudio Garcia who 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.

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.

D. Parental Involvement

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

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.

E. Additional Information

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

Part VI: LAP Assurances

School Name: <u>Queens Voc & Tech HS</u>		School DBN: <u>24Q600</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Melissa Burg	Principal		11/13/13
Claudio Garcia	Assistant Principal		11/13/13
Miriam Baez-Medina	Parent Coordinator		11/13/13
Viviana Isaza	ESL Teacher		11/13/13
Anmarie Sacharsky	Parent		11/13/13
Julie Moreau/ESL Coordinator	Teacher/Subject Area		11/13/13
Lisa Martino Alves/SS	Teacher/Subject Area		11/13/13
	Coach		
	Coach		
Liseth Salas-Ocampo	Guidance Counselor		11/13/13
	Network Leader		
Robert Davidson	Other <u>Programming Chair</u>		11/13/13
Bethann Kramer	Other <u>ISS</u>		
	Other _____		

	Other _____		
--	-------------	--	--

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q600** School Name: **Queens Vocational and Technical HS**

Cluster: **2** Network: **02**

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 three major languages: Spanish, Bengali and Chinese (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.

