

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

24Q600

School Name:

QUEENS VOCATIONAL AND TECHNICAL HIGH SCHOOL

Principal:

MELISSA BURG

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Queens Vocational and Technical High School School Number (DBN): 24Q600
Grades Served: 9-12
School Address: 37-02 47th Avenue, Long Island City , NY 11101
Phone Number: 718-937-3010 Fax: 718-392-8397
School Contact Person: Melissa Burg Email Address: Mburg2@schools.nyc.gov
Principal: Melissa Burg
UFT Chapter Leader: T. Raynor
Parents' Association President: S. Sanchez
SLT Chairperson: R. Schimenz
Title I Parent Representative (or Parent Advisory Council Chairperson): S. Sanchez
Student Representative(s): H. Aung
S. Teran

District Information

District: 24 Superintendent: Elaine Lindsey
Superintendent's Office Address: One Fordham Plaza, Bronx, NY 10458
Superintendent's Email Address: elindse@schools.nyc.gov
Phone Number: 718-741-3157 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Queens, NY

lpender@schools.nyc.gov

Director's Email Address:

718-225-2020

718-391-8320

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Melissa Burg	*Principal or Designee	
Thomas Raynor	*UFT Chapter Leader or Designee	
Sonia Rodriguez	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Sonia Rodriguez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
H. Aung	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
S. Teran	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Theresa McCoy	CBO Representative, if applicable	
Rob Schimenz	Member/ Teacher	
Lisbeth Salas-Ocampo	Member/ CSA	
Blanca Lopez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Cynthia Rejalaga	Member/ teacher	
Guadalupe Paleta	Member/ parent	
Maxima Morocho	Member/ parent	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Queens Vocational and Technical High School currently has approximately 1,550 students and over 100 teachers. Our student demographics consist of 76% Hispanic, 10% Asian, 6% Black, and 7% White, 5% of our population is ELL, and 16% have special needs. Each year we improve and have reached a graduation rate at just over 80%.

Since we are a CTE school, our vision statement, "All students can be college and career ready if given the proper preparation, training and support," is completely accurate. This is what each individual in the building not only believes but brings to life here each day. Our school offers standards-based instruction in both academic and career-technical programs. Teaching and learning are delivered through an interdisciplinary approach and relate to real-life experiences. Graduates possess the skills and character to succeed in post-secondary environments.

We have 2 very strong partnerships that unite the school with our community. In house, we have GoodWill Industries that provides and/or supplements services such as tutoring, medical, mental health and extra curricula activities for students, parents and staff. In addition, we work very closely with Sunnyside Community Center through a grant that provides our students and their families with free SAT prep, post-secondary training and college preparation assistance.

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

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

24Q600 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	1566	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	20	# SETSS	8	# Integrated Collaborative Teaching	37
Types and Number of Special Classes (2014-15)					
# Visual Arts	15	# Music	N/A	# Drama	N/A
# Foreign Language	12	# Dance	N/A	# CTE	80
School Composition (2013-14)					
% Title I Population	77.2%	% Attendance Rate			89.1%
% Free Lunch	77.4%	% Reduced Lunch			7.6%
% Limited English Proficient	4.8%	% Students with Disabilities			13.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			5.9%
% Hispanic or Latino	76.1%	% Asian or Native Hawaiian/Pacific Islander			10.4%
% White	7.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)			7
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			2.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			7.12
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	64.4%	Mathematics Performance at levels 3 & 4			71.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	82.2%	% of 2nd year students who earned 10+ credits			84.2%
% of 3rd year students who earned 10+ credits	76.3%	4 Year Graduation Rate			80.3%
6 Year Graduation Rate	81.6%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In 2014-2015, teachers created common Mid-Year and Final Exams. This helped to solidify content to be taught throughout the year, when topics were taught and if an area needed to be re-taught. Creating more common assessments and refining the exams already created, will give teachers more data to help them plan and deliver appropriate content and rigorous lessons.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, each subject will have at least 4 common assessments that are aligned to the CCLS as measured by the content area administrator.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Common Planning Time PD around CCLS, LDC and MDC</p>	<p>Small learning communities</p>	<p>September 2015-June 2016</p>	<p>Small learning community directors and lead teachers</p>

Department Meetings will be devoted partially to creating these common assessments	Departments	September 2015-June 2016	Department Assistant Principals
Parent meeting around CCLS and how to support your child	Parents	November 2015	Parent coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human resources as well as instructional resources are necessary. Teachers will need to collaborate on content and format of assessments.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, each department will have 2 assessments created, delivered, and evaluated.											
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Parent attendance at meetings and events is an on-going challenge. It seems that we have approximately 10% of parents attend an event they are invited to and less than 1% of parents attend PTA Meetings.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school, in partnership with its CBO GoodWill Industries, will increase family and community ties by hosting more events for parents/community members and having a 10% increased attendance as measured by sign in sheets.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Send surveys to parents regarding what they would like covered at meetings.</p>	<p>parents</p>	<p>September 2015-October 2015</p>	<p>Parent coordinator</p>

Increase the amount of celebrations and events parents are invited to.	School community	September 2015-June 2016	School personnel
Bring in guest speakers, community organizations and local businesses for parents	School, families, community	September 2015-June 2016	CBO-GoodWill Industries

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human resources as well as capital resources are necessary. Also, coordinating schedules with and between all parties. Teachers will need to collaborate on content and format of assessments.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>Monthly sign in sheets and planned activities will be monitored and compared to previous years. Work with SLT, PA and Parent Coordinator on how to increase parent engagement . Our plan is to have as many active parents by February 2016 as we did by June of 2015. Sign in sheets will be monitored and evaluated for parent consistency, activities parents come in for, and time of day best suited for maximum participation.</u>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Entering the school as a level 1 or 2, failing a marking period, or semester, failing the regents or scoring below the college benchmark, teacher referral, parent or self referral	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	Entering the school as a level 1 or 2, failing a marking period or semester, failing the regents or scoring below the college benchmark, teacher referral, parent or self referral	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	Failing a marking period or semester of science or regents, not have the required lab count, teacher referral, parent or self referral	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	Failing a marking period or semester of social studies or regents, teacher referral, parent or self referral	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,	Teacher, administrator, parent or self-referral	Academic supports or counseling, emotional counseling, ISS	Whole group, small group and 1 to 1 as necessary	Before, during and after the school day

School Psychologist, Social Worker, etc.)		referral, outside referral		as well as on Saturdays.
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>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:</p> <ul style="list-style-type: none"> . CFN and DOE workshops . High Schools That Work professional development and conferences . Professional learning Fridays with teacher-led PD . Daily common planning time . Departmental meetings

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

We reviewed last year's process and results as well as this year's selection choices. We discussed what worked well, what needs to be improved, and how the MOSL could help us achieve our CEP goals.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	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> , section
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	747,822.00	X	4, 5A, 5E
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0	X	4, 5A, 5E
Tax Levy (FSF)	Local	8,379,385.00	X	4, 5A, 5E

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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current 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 the school. **Queens Vocational and Technical 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 the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of

the school community. **Queens Vocational and Technical High 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 the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and

inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the 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;

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

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

School-Parent Compact (SPC)

Queens Vocational and Technical High 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 on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

Title III Supplemental Program for ELLs for the 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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>0</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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 NYS ESLAT

. 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
- 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

Part C: Professional Development

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

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.

Part D: Parental Engagement Activities

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, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 24	Borough Queens	School Number 600
School Name Queens Vocational and Technical High		

B. Language Allocation Policy Team Composition

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

Principal Melissa Burg	Assistant Principal Kevin Gallagher
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Viviana Isaza	School Counselor Liseth Salas Ocampo/APG
Teacher/Subject Area Julie Moreau/ENL Coordinator	Parent
Teacher/Subject Area Jeanette Mendez/SS	Parent Coordinator Miriam Baez-Medina
Related-Service Provider Bethann Kramer	Borough Field Support Center Staff Member Eric MacDonald
Superintendent Elaine Lindsey	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1597	Total number of ELLs	60	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										0	0	0	0	0
Dual Language										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	30
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	32

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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	19	2	2	9	1	3	32		25	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										39	14	2		0
Chinese														0
Russian														0
Bengali										2	1			0
Urdu										1				0
Arabic											1			0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										1				0
Emerging (Low Intermediate)										6	1	2		0
Transitioning (High Intermediate)										10	1			0
Expanding (Advanced)										25	14	1	1	0
Commanding (Proficient)										22	15	2		0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total												3		0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										33	31	18	5	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	19	0	8	0
Integrated Algebra/CC Algebra	41	2	14	0
Geometry/CC Algebra	20	0	2	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	3	0	0	0
Earth Science	8	1	0	0
Living Environment	37	1	8	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	2	0	0	0
Geography	0	0	0	0
US History and Government	40	1	8	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
The ESL teachers administer the MOSL 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 the MOSL, both ENL teachers give their students other early assessments to determine their strenghts and weaknesses.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
In our ENL program, most of our students achieve a commanding score within their first few years. More than half of our ELLs are ninth graders. Of these freshmen, 25 scored scored expanding, while only six scored emerging. We currently have 15 sophmore ELLs, most of which are expanding. We only have three 11th grade ELLs and no 12th grade ELLs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We look at how our students do on the Speaking, Listening section and the Writing/Reading section of the NYSESLAT. We also look at if they moved up or down levels. Most of our students do better on the Speaking and Listening Portion of the NYSESLAT, and most made improvements in their overall score.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - Almost all of our students take exams in English. In fact all the students who passed a Regents exam, passed it in English.
 - The teachers use the results of the MOSL to drive instruction. Our 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.
 - Previous periodic assessments show that ELLs need to enhance their reading and writing skills. Therefore ELLs now regulary use a variety of reading material including: short stories, graphic novels, as well as scaffolded, grade level, non-fiction 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). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
N/A
6. How do you make sure that a student's new 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. All teachers are made aware of their students' proficiency levels and plan accordingly, in terms of both strategies, differentiation and materials.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
N/A

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
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 ENL teacher, administers the NYSITEL 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 NYSITEL. Students take the tests in an appropriate setting (Library, unused classroom). The ESL Coordinator monitors incoming students regularly, utilizing the RLER report, to determine if the NYSITEL should be administered. Therefore all eligible incoming students will take the NYSITEL within 10 days of their admission to the school.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Initial SIFE status is indicated in the DOE's data collection systems within 30 days of the initial enrollment (BNDC). Although our school has not identified any new SIFE students, if we did, we would also use the Literacy Evaluation for Newcomer SIFE (LENS) to obtain extremely informative data about the student's strengths and weaknesses, which is essential for teachers to plan instruction.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
An IEP team determines a student's eligibility for special education services and the language in which NYCDOE special education programs and services are delivered. All of our ELLs, with IEPs, have been receiving services prior to beginning at our school. Currently our LPT consists of: Bethann Kramer, the Coordinator of Instructional Support Services, Julie Moreau, the ENL coordinator, as well as a grade level special education teacher. The student's parent or guardian as well as a qualified interpreter is also a member of this team.

The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language

development, including, the student's history of language use in the school and home or community and assessments administered in the student's home language

If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITEL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal accepts or rejects this recommendation within 20 days. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. However, if the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian is notified within 3 school days of the decision in the parent's/guardian's preferred language.

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, we will administer the NYSITEL within 5 school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Students eligible to take the NYSITELL are determined by running the RLAT. Once students take the test and the results received, the ENL coordinator sends the appropriate letter, either a Entitlement Letter or a Non-Entitlement Letter, within five school days.

When a student is identified as an ELL, we inform parents of the three instructional models available in New York City. We provide parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video (which explains the three program options: Transitional Bilingual Education, Dual Language, and English as a New Language (ENL).

After parents are informed of all three program models at the parent orientation, we provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student is placed in ENL, since a bilingual program does not exist at our school.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

Parents receive either a Entitlement Letter or Non-Entitlement letter, soon after their child's NYSITEL score is determined. A student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been identified as an ELL or non

misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

Our school initiates a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
-

A student's teacher (if the teacher's request includes written consent from the parent or guardian)

- A student of 18 years of age or older

The Re-identification Process is completed within 10 school calendar days of receipt of written notice.

All correspondence is done in the parent's preferred language.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
After parents are informed of all three program models at the parent orientation, our school provides parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
If the ENL coordinator does not receive the Parent Survey and Program Selection, she contacts the necessary parents to receive it.
9. Describe how your school ensures that placement parent notification letters are distributed.
After reviewing the NYSESLAT scores, the ESL Coordinator and Assistant Principal of ESL send out Entitlement Letters to students who scored either: entering, emerging, transitioning or expanding on the NYSESLAT. Non Entitlement Letters are mailed to the parents of students who scored commanding on the NYSESLAT. All letters are sent home in English and the child's native language shortly after the beginning of the school year.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The HLIS is kept in the student's folder in the A.P. Pupil Personnel Services office (Lisseth Salas-Ocampo). Non-entitlement and entitlement letters are kept in the ENL coordinator's room.
11. 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 NYSITEL are identified by the ATS RLER report.
The NYSESLAT is administered by the two certified ENL teachers, Julie Moreau and Viviana Isaza during ENL 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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
After reviewing the NYSESLAT scores, the ESL Coordinator and Assistant Principal of ESL send out Entitlement Letters to students who scored either: entering, emerging, transitioning or expanding on the NYSESLAT. Non Entitlement Letters are mailed to the parents of students who scored commanding on the NYSESLAT. All letters are sent home in English and the child's native language shortly after the beginning of the school year.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
We have not received any new ELLs this year or last year. Parents of newly identified ELLs in previous years have requested an ENL program for their children.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

Queens Vocational provides a free-standing ENL 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 an: emerging class (where students receive 360 minutes per week) a transitioning and expanding class (where students meet for 180 minutes a week. These transitioning and expanding students have an integrated program, where .5 units of study are ENL while the other .5 units of study are English Language Arts (ELA).

While ELLs in 10th through 11th grades and grouped together based on their level in a free standing homogenous ENL class, 9th grade ELLs are only with other 9th grade ELLs. The expanding 9th grade ELLs, are not in a self-contained ENL class, but rather receive ENL instruction in their American History class, which is co-taught by a certified ENL teacher, and a certified history teacher. The other 9th grade ELLs are also in this co-taught history class. Emerging 9th grade ELLs are in a stand alone ENL class. (The one entering 9th grade ELL is in the free-standing emerging ENL class as well as the ENL American History class to receive his 540 minutes of ENL instruction.)

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

QVTHS has two certified ENL 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.

Prior to scheduling students, the program coordinator runs the RLAT to find all ELLs' NYSESLAT results. Based on these scores students are placed in: an emerging class, a transitioning and expanding class, or a biweekly (twice a week) commanding ENL support class.

With the exception of 9th grade students who scored expanding or transitioning, all other students are in a stand-alone ENL class. The 9th grade expanding ELLs receive ENL instruction in their American History class.

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

ENL Content Area support is provided through academic content area vocabulary and skills development in all self-contained ENL classes taught by our two certified ENL 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 ENL Coordinator, Ms. Moreau. All ENL classes utilize a variety of texts to enrich vocabulary, comprehension, and writing skills across levels.

4. How do you ensure that ELLs are appropriately evaluated in their home 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 teachers give a variety of assessments throughout the school year. The most formal of such evaluations is the MOSL. Less formal ones include: classroom presentations, exit slips, other daily assignments including quizzes and tests.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

dictionaries, workbooks, and leveled libraries of classics. These students use Achieve 3000 to learn more about current events and content area subjects.

ELLs with 4-6 years: These students also engage in a wide variety of texts including: graphic novels, leveled libraries of classic, grade level non-fiction texts to increase their vocabulary, comprehension, and reading skills. When possible they are placed in a history class that is co-taught with a certified ENL 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.

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.

Former ELLs up to two years after exiting ELL status: The progress of students making the transition out of ESL into general education ELA classes is monitored regularly. These students receive 90 minutes of more formal ENL support a week, where they focus primarily on Regents preparation. Former ELLs continue to receive testing modification on Regents Exams for two years after they achieve a proficiency level on the NYSESLAT.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

We have yet to have students who have been re-identified as either an ELL or non-ELL. However, if the case does arise, Principal Melissa Burg would review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student.

8. 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.

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

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.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

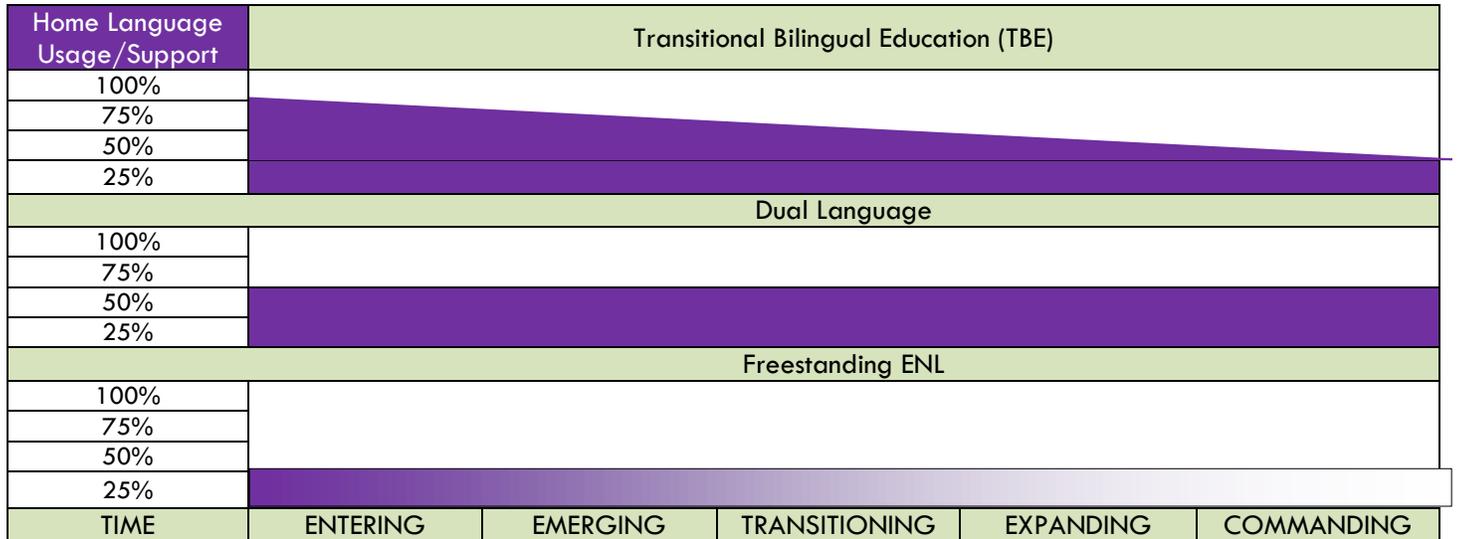


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Teachers are aware of which of their students are ELLs based on information found on Skedula. With this knowledge they create assignments that strenghten 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.
11. 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.
12. What new programs or improvements will be considered for the upcoming school year?
Our Spanish language program is expanding in an effort to better support our ELLs native language.
13. 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.
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The ELL classroom has a laptop cart so students can use computers to conduct required research both in English and their native language.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
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.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The ENL and content area teachers are constantly assessing their students academic needs and interests, both formally and informally to ensure that services and resources are age and grade level appropriate.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
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.
19. What language electives are offered to ELLs?
ELLs are offered Spanish Language Arts.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
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. ENL and Content Area teachers across the school community are offered professional development opportunities throughout the year. 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 ENL is Kevin Gallagher who is provided with professional development opportunities through CFN as available.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Our two ENL teachers participate in professional developments provided by the Division of English Language Learners & Student Support.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The 9th grade Small Learning Community provides an integrated transition program for incoming students with a dedicated Director, Kevin Gallagher, guidance counselor, Caralyn Vasquez, and faculty of approximately 23 teachers. Ms. Moreau and Ms. Isaza, our two certified ESL teachers, along with Bethann Kramer, our ISS Coordinator, provide ongoing instructional support to the 9th grade team in common planning time meetings as well as in Inquiry Team meetings that are focused on our most needy students.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
A minimum of fifteen percent (15%) of the required professional development clock hours for all teachers prescribed by Part 80 of CR Part 154, is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners. The entire school community receives a portion of these professional development hours during "Professional Learning Fridays" which meet on: October 16, November 6, December 4, December 18, 2015 as well as: January 8, January 22, March 4, March 18, April 1, April 15, May 6, May 20, June 9, 2016. Additional PDs are held (often outside of school) on November 3, 2015, February 1 and June 9, 2016.
For our English as a New Language teachers, a minimum of fifty (50%) of the required professional 42 development clock hours are dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners. In addition to the above mentioned meetings, the ENL teachers attend Professional Development Workshops offered by the NYC Department of Education, the Division of English Language Learners & Student Support.

C. Parental Involvement

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

At the beginning of the school year, parents are given access to their child's pupil path account, where they can check their students grades and email their teachers. Parents are regularly updated on their child's progress through progress reports (which are mailed six times a year.) These reports are sent in the parents' native language. In addition to serving as report of their child's progress, they are also invitations for parents to contact the school, to set up a meeting if desired.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Records of meetings as well as letters are kept in the ENL coordinators files. Outreach through phone calls are recorded in Skedula.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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 ENL 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.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school is working with Goodwill Community Services which is working with students to provide mentoring, tutoring and college readiness. Parents are involved with these efforts, particularly those related to college preparation.
5. How do you evaluate the needs of the parents?
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.
6. How do your parental involvement activities address the needs of the parents?

These activities address the needs of the parents by informing them of their child's progress and options to assist their learning.

D. Additional Information

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

Paste response here:

School Name: Queens Vocational and Tech HS

School DBN: 24Q600

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Melissa Burg	Principal		10/28/15
Kevin Gallagher	Assistant Principal		10/28/15
Miriam Baez-Medina	Parent Coordinator		10/28/15
Julie Moreau	ENL/Bilingual Teacher		10/28/15
	Parent		
Viviana Isaza	Teacher/Subject Area		10/28/15
Jeanette Mendez	Teacher/Subject Area		10/28/15
	Coach		1/1/01
	Coach		1/1/01
Lisbeth Salas Ocampo/APG	School Counselor		10/28/15
Elaine Lindsey	Superintendent		10/28/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q600**

School Name: **Queens Vocational and Technical HS**
Superintendent: **Elaine Linds**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

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

Our school's written translation and oral interpretation needs are assessed based on information provided by parents/guardians on the Home Language Survey and ATS data culled for the purposes of the Language Acquisition Policy Demographics report.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Documents need to be translated into various languages including: Spanish, Bengali, Arabic and Urdu. Findings were communicated to the school community through faculty conferences, email, SLT meetings, and Small Learning Community meetings.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Written translations are provided by in school staff and the Parent Coordinator. When necessary written translations are also requested, two weeks prior to being needed, through the DOE document Translation Unit.

Such documents include Parent Teacher Conference announcements and Progress Reports. Documents such as the Progress Reports, which are sent six times a year, are translated through Skedula, into the language of the parent.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

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.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Translation services are provided by the Translation and Interpretation Unit or by the Parent Coordinator.

Requests for written translation services are made at least two weeks prior to when they are needed.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school will meet the necessary interpretation needs through the Translation and Interpretation Unit or by school staff.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff receive instructions on how to access the Translation and Interpretation Unit through the T&I Brochure during the first faculty meeting of the year.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We use the parent survey to gather feedback from parents on the quality and availability of services.