



**QUEENS VOCATIONAL AND TECHNICAL HIGH SCHOOL**

**2008-09  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (24/ Q/ 600)**  
**ADDRESS: 37-02 47<sup>TH</sup> AVENUE, SUNNYSIDE, NY 11101**  
**TELEPHONE: 718 937 3010**  
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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 24Q600 SCHOOL NAME: QUEENS VOCATIONAL AND TECHNICAL HIGH SCHOOL

DISTRICT: 24 SSO NAME/NETWORK #: 10

SCHOOL ADDRESS: 37-02 47<sup>TH</sup> AVENUE, SUNNYSIDE, NY 11101

SCHOOL TELEPHONE: 718 937 3010 FAX: 718 392 8397

SCHOOL CONTACT PERSON: MAGDALEN RADOVICH EMAIL ADDRESS: [LRADOVI@SCH OOLS..NYC.GOV](mailto:LRADOVI@SCH OOLS..NYC.GOV)

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON ROBERT SCHIMENZ

PRINCIPAL DENISE VITTOR

UFT CHAPTER LEADER FREDDIE HARRINGTON

PARENTS' ASSOCIATION  
PRESIDENT TANNIA GORDON

STUDENT REPRESENTATIVE  
(Required for high schools) IVANA NUNEZ

COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT CATHERINE POWERS

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

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
DENISE VITTOR	*Principal or Designee	
FREDDIE HARRINGTON	*UFT Chapter Chairperson or Designee	
TANNIA GORDON	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative, if applicable	

\* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## **SECTION III: SCHOOL PROFILE**

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

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

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

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

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

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

Conveniently located in the Sunnyside section of Long Island City, **Queens Vocational and Technical High School (QVTHS)** is a citywide school that serves a culturally diverse student population of 9<sup>th</sup> through 12<sup>th</sup> graders from across the five boroughs.

At QVTHS, we prepare all of our students for the **challenges of post-secondary study** by requiring them to complete four years of English and social studies, three years of Math and Science, three and half years of Physical Education, one year of independent study in a second language, a semester of independent study each in Art and Music, and one semester of Health. In addition, students have the opportunity to take a variety of Advanced Placement courses and exams.

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

During the past four years, our participation in the **federally funded Small Learning Communities organizational and instructional reformation initiative** has resulted in the development and full implementation of four small learning communities within QVTHS, **the 9<sup>th</sup> grade School of Exploration and Discovery (SED), the School of Computers and Electronic Engineering Technologies (SCEET), the School of Skilled Building Trades (SSBT), the School of Entrepreneurial Studies (SES), and the ADVANCE credit recovery program**. The redesign has led to **greater personalization** of instruction, the development of a **better qualified** teaching staff, and an increase in the level of **student success** in the classroom and on Regents exams.

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### **STUDENT PERFORMANCE TRENDS:**

#### ***Positive Trends:***

- We met AYP in math and ELA in 2006-2007 and 2008-2009.
- Slow steady performance in closing the achievement gap for all minorities and students in the lowest 3<sup>rd</sup> as per progress report.
- Incremental increase in attendance from 81% in 2006-2007 to 85% in 2007-2008.

#### ***Negative Trends:***

- Graduation rates have showed a decline from 55% in 2006-2007 to 50% in 2007-2008.

### **ACHIEVEMENTS:**

- Increased promotion rates in both 9<sup>th</sup> and 10<sup>th</sup> grades as per progress report.
- Increase in number of Regents and advanced Regents diplomas
- NYS endorsement of 6 out of 8 Career and Technical Education (CTE) programs
- Strong Small Learning Communities transformation
- Robotics team won first place in the 2009 Robotics Championship.

### **AIDS:**

- Partnership with High Schools That Work
- Recipients of 2 Federal Small Learning Communities grants
- New Title I targeted assistance status in 2008-2009
- Increased industry partnerships
- Strong ongoing off-site and in school professional development
- Dedicated Small Learning Communities Directors, teacher teams, and guidance counselors
- Common Planning Time for all Small Learning Communities

### **BARRIERS:**

- Inadequate funding
- Recruiting and re-training qualified staff, especially New York Teaching Fellows that have left the system after completing their Masters' programs
- Transforming educational belief systems of community members including teachers, parents, students, and administrators.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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**SMART GOAL #1:** Improve the four year graduation rate for the 2009 cohort 3% to 5% by August 2009

**Rationale:** Mandated to meet AYP for graduation rate.

(See Action Plan for specific intervention strategies)

**SMART GOAL #2:** Increase the average subject class attendance rate 3% to 5% by June 30, 2009

**Rationale:** Mandated to meet AYP for graduation rate and to continue meet AYP in math and ELA

(See Action Plan for specific intervention strategies)

**SMART GOAL #3:** Increase student performance in 9<sup>th</sup> grade numeracy skills 3% to 5% by August 2009

**Rationale:** To Meet Inquiry Team goals

(See Action Plan for specific intervention strategies)

**SMART GOAL #4:** Improve student passing rates in ELA and Math classes 3% to 5% by August 2009

**Rationale:** Mandated to continue to meet AYP in ELA and math.

(See Action Plan for specific intervention strategies)

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** ALL

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Improve the four year graduation rate for the 2009 cohort 3% – 5% by August 2009.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>▪ <b>SLC teams will identify at risk students by November 30, 2008</b></li> <li>▪ <b>SLC teams will implement AIS strategies for at risk sub-groups</b></li> <li>▪ <b>Provide PM School for credit recovery in Fall and Spring of the 2008-2009 school year</b></li> <li>▪ <b>Provide Regents after school study sessions in January and June</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>▪ <b>Staff responsible for implementation of Action Plan include the AP, Guidance and the SLC directors and teachers</b></li> <li>▪ <b>Funding sources include Improvement Education 55, C4E, and LEG 10 State Grant</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ <b>Periodic assessments given in November and March</b></li> <li>▪ <b>Review of scholarship reports by SLC teams at the end of each marking period, 6 in total.</b></li> <li>▪ <b>January 2009 Regents exams in June and August</b></li> </ul> <p><b>Projected Gain: To meet AYP in graduation</b></p>

Subject/Area (where relevant): ALL

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase average subject class attendance rate 3% – 5% by June 30, 2009</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ <b>Subject class teachers will increase to students absent three days or more per marking period</b></li> <li>▪ <b>Attendance office personnel will send out mailings and call homes of students whom are absent from three or more classes daily</b></li> <li>▪ <b>Guidance counselors will hold individual conferences and small group sessions for students that demonstrate excessive absenteeism</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>▪ <b>AIDP funding for attendance personnel</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>▪ <b>Monthly ATS reports (ROCR, RDAL, RGST, and RPUR) demonstrating increased attendance in subject classes will be reviewed by the team comprised of attendance office personnel, guidance counselors, and the SLC directors</b></li> </ul> <p><b>Projected Gains: To meet AYP in graduation</b></p>

Subject/Area (where relevant): 9<sup>th</sup> grade math

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase student performance in 9<sup>th</sup> grade numeracy skills 3% - 5% by August 2009</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ Administer Acuity ITAs in November to all 9<sup>th</sup> grade math classes</li> <li>▪ Teachers, math AP, math coach, SLC director, and guidance counselor review results of ITAs</li> <li>▪ Teachers, math AP, math coach, SLC director, and guidance counselor plan instructional interventions and instructional strategies for students demonstrating need for additional support</li> <li>▪ Teachers implement interventions and instructional strategies</li> <li>▪ Teachers develop, administer and review comprehensive, standardized midterms, finals and projects</li> <li>▪ Inquiry team will meet to review progress of randomly selected students utilizing this process</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>▪ Inquiry Team Funding</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>▪ Successful completion of 6 marking period and end term finals with grades over 65.%</li> </ul> <p><b>Projected Gains: Meet AYP in graduation rate.</b></p>

Subject/Area (where relevant): ELA and math

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Improve student passing rates in ELA and Math classes 3% - 5% by August 2009</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ Provide ongoing relevant professional development for all administrators and teachers in student engagement practices, the ESL SIOP model, and literacy across the curriculum strategies</li> <li>▪ Implement the California Standards for Teaching to support effective student engagement with the support of the ICI mentors, the High Schools That Work mentor and guidelines, and the AP, Humanities and SLC directors</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>▪ SLC Funding for High Schools That Work</li> <li>▪ ICI Network support</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>▪ 6 marking period Scholarship Reports</li> </ul> <p><b>Project Gains: 2-5% increase between January and June.</b></p>

## **APPENDICES TO THE CEP FOR 2008-2009**

**Directions:** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS**

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	406	200	72	72	74	X	3	X
10	9	4	X	10	X	X	2	X
11	13	16	X	15	X	X	1	X
12	15	8	X	14	X	X	X	X

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• <b>90 minute English blocks for Level 1 and 2 9<sup>th</sup> graders.</b></li> <li>• <b>Full-time credit recovery program for 9<sup>th</sup> grade holdovers.</b></li> <li>• <b>After school credit recovery program and Regents Prep classes for all at-risk students.</b></li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• <b>90 minute Integrated Algebra block for Level 1 and 2 9<sup>th</sup> graders.</b></li> <li>• <b>Full-time credit recovery program for 9<sup>th</sup> grade holdovers.</b></li> <li>• <b>After school credit recovery program and Regents Prep classes for all at-risk students.</b></li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• <b>Full-time credit recovery program for 9<sup>th</sup> grade holdovers.</b></li> <li>• <b>After school credit recovery program and Regents Prep classes for all at-risk students.</b></li> <li>• <b>Make-up labs</b></li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• <b>Full-time credit recovery program for 9<sup>th</sup> grade holdovers.</b></li> <li>• <b>After school credit recovery program and Regents Prep classes for all at-risk students.</b></li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>At risk counseling provided to identified students in need, ie., students with 504 plans.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>N/A</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>ERSA counseling services to students in need.</b>
<b>At-risk Health-related Services:</b>	<b>N/A</b>

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

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**Queens Vocational & Technical High School**  
37-02 47<sup>th</sup> Avenue  
Long Island City, New York 11101  
718 937 3010

**Denise Vittor**  
Principal

**Magdalen Radovich**  
AP, Humanities

### **Language Allocation Policy DRAFT** **2008-2009**

#### **SCHOOL OVERVIEW:**

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

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

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

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At QVTHS, we prepare our students for the **challenges of post-secondary study** by requiring them to complete four years of English and social studies, three years of Math and Science, three and half years of Physical Education, one year of independent study in a second language, a semester of independent study each in Art and Music, and one semester of Health. In addition, students have the opportunity to take a variety of Advanced Placement courses and exams.

We provide our all of our students with a structured and research based support system to help them to achieve success in their academic courses. For example, At present QVTHS has nine General Education SED 9<sup>th</sup> grade official classes; one 9<sup>th</sup> grade CTT official class; two ISS 9<sup>th</sup> grade official classes; three General Ed Advance Program official classes at QVTHS; one CTT Advance Program official class; two ISS/Advance Program official classes; twelve General Ed 10<sup>th</sup> grade official classes; six CTT 10<sup>th</sup> grade official classes; ten ISS 10<sup>th</sup> grade official classes; ten General Ed 11<sup>th</sup> grade official classes; six CTT 11<sup>th</sup> grade official classes; ten ISS 11<sup>th</sup> grade official classes; six general education 12<sup>th</sup> grade official classes; three CTT 12<sup>th</sup> grade official classes; and three ISS 12<sup>th</sup> grade official classes. The average class size at QVTHS is 29.5 Gen. Ed. English; 28.1 Gen. Ed. Math; 27.3 Gen. Ed. Social Studies; 25.9 Gen. Ed. Science; 12.3 Spec. Ed.; 29 CTT students. There are also ten official classes of 5<sup>th</sup> (and 6<sup>th</sup>) year students and 24 official classes of LTAs.

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

During the past four years, our participation in the **federally funded Small Learning Communities organizational and instructional reformation initiative** has resulted in the development and full implementation of four small learning communities within QVTHS, **the 9<sup>th</sup> grade School of Exploration and Discovery (SED), the School of Computers and Electronic Engineering Technologies (SCEET), the School of Skilled Building Trades (SSBT), the School of Entrepreneurial Studies (SES), and the ADVANCE credit recovery program**. The redesign has led to **greater personalization** of instruction, the development of a **better qualified** teaching staff, and an increase in the level of **student success** in the classroom and on Regents exams.

The student body is served by the following personnel and support staff: one (1) principal, seven (7) assistant principals, including one (1) full-time special education Assistant Principal, seventy five (97) teachers, four (4) guidance counselors, one (1) full-time college advisor, one (1) part-time work-based learning coordinator, one (1) part-time attendance teacher, 10 (10) paraprofessionals, six (6) secretaries, six (6) school safety officers, ten (10) school aides, (1) parent coordinator, (1) math coach and fifteen (15) additional support personnel that includes one part-time social worker, one part-time school psychologist, and one full time SPARK counselor. Of the 97 teachers on staff, 95.0% are fully licensed and certified, 53.4% have more than 5 years teaching experience, and nearly 80% hold a Masters Degree.

**The majority of students are heterogeneously grouped within each grade. Currently, all of our Career and Technical Education classes are fully integrated as are many of our classes in the areas of English, Social Studies, Math and Science. Strategies for addressing the needs of our special education students in these classes include Collaborative Team Teaching (CTT), classroom-based SETSS, Separate Location SETSS, and counseling services.**

Queens Vocational and Technical High School has an English Language Learner population currently totaling 54 students with Spanish as the dominant language among the vast majority. We have two full time ESL teachers on staff including the ESL Coordinator. Queens Vocational serves its ELL population through a freestanding ESL program for beginner, intermediate, and advanced level ELL students. Ten of these students also receive ISS services. In addition to ESL literacy classes, intermediate and advanced level ELLs are also enrolled in mainstream English classes. The school does not have a bilingual program.

## **I. Language Allocation Policy Team Composition**

The Language Allocation Policy (LAP) team at *Queens Vocational and Technical High School* in CSD 24, Network 10, includes the principal, Denise Vittor; three assistant principals, Magdalen Radovich, Humanities, Melissa Burg, ISS, and Lisseth Ocampo Salas, Pupil Personnel Services; the ESL Coordinator, Julie Moreau; an additional ESL teacher, Jennifer Kim; the math coach, Juliana Erkins; a related service provider, Pat Flynn; the school's parent coordinator, Miriam Baez-Medina; and, the Parent Association president, Tannia Gordon.

## **II. Teacher Qualifications**

The ELL student population at *Queens Vocational and Technical High School* is served by two certified ESL teachers. They are programmed for freestanding classes and receive the New York City Department of Education mandated number of ESL instructional hours based on their proficiency levels.

## **III. ELL Demographics**

Our ELL population is comprised of approximately 54 students are English Language Learners (ELLs). The ELL students make up approximately 4% of the general student population.

The following is a breakdown by grade level of our ELL population:

- 34 ninth grade students;
- 12 tenth grade students;
- 6 eleventh grade students; and,
- 2 twelfth grade students.

On the current roster, there are 11 students that fall in the SIFE category.

In addition, currently there are 0 students in our school that have been in the US public school system for less than 3 years; 30 that have been in the system between 3-6 years; and, finally, 24 that have been in the system over 6 years.

The breakdown of the ELL population by language group is as follows: 35, Spanish; 1, Italian; 9, Chinese; 1, Pashto; 1, Philipino; 2, Bengali; 2, Arabic; 1, Serbo-Croatian; 2, Polish.

## **IV. Parent Program Choice**

*Queens Vocational and Technical High School* has a freestanding ESL program. The school does not offer a bilingual or dual language program. In order to ensure that parents understand the ESL program and resources available to their children, the administration holds several parent orientation meetings at the start of the new school year. Other meetings are held throughout the year to update the parents on the students' progress. The meetings are facilitated by our parent coordinator, ESL coordinator, and AP, Pupil Personnel Services. In addition, all written correspondence with parents is translated into appropriate languages by staff or the DOE Translation Unit.

## V. Assessment Analysis

### *Part A: Strengths and Weaknesses in Specific Modalities*

The following is a breakdown of our ELLs by grade and skill proficiency level on the two segments of the NYSESLAT:

I. **9<sup>th</sup> grade: 34 ELL students -- 12 advanced, 17 intermediate, and 5 beginners.**

#### **Speaking and Listening**

1 Advanced student scored below level  
9 Advanced students scored on level  
2 Advanced students scored above level at proficient

2 Intermediate students scored below level  
10 Intermediate students scored on level  
5 Intermediate student scored above level

5 Beginner students scored on level

#### **Reading and Writing**

2 Advanced students scored below level  
9 Advanced students scored on level  
1 Advanced student scored above level at proficient

2 Intermediate students scored below level  
14 Intermediate students scored on level  
1 Intermediate student scored above level

5 Beginner students scored on level

**II. 10<sup>th</sup> grade: 12 ELL students -- 6 advanced, 5 intermediate, and 1 beginner**

**Speaking and Listening**

- 4 Advanced students scored at level
- 2 Advanced students scored above level at proficient
  
- 5 Intermediate students scored on level
  
- 1 beginner student scored on level

**Reading and Writing**

- 1 Advanced student scored below level
- 5 Advanced students
  
- 5 Intermediate students scored on level
  
- 1 beginner student scored at level

**III. 11<sup>th</sup> grade: 6 ELL students -- 4 Advanced; 2 Beginners**

**Speaking and Listening**

- 2 Advanced students scored on level
- 2 Advanced scored above level
  
- 2 beginners scored on level

**Reading and Writing**

- 4 Advanced students scored on level

2 Beginners scored on level

**III. 12<sup>th</sup> grade: 2 ELL students -- 1 Advanced; 1 Intermediate**

**Speaking and Listening**

1 Advanced student scored on level

**Reading and Writing**

1 Advanced student scored on level

The data patterns reveal that the ELLs in our program at *Queens Vocational and Technical High School* are progressing at satisfactory rates across grades on the NYSESLAT and in skill levels. This data will affect instructional decisions in the following ways:

- The ten ELLs that are also designated as Special Education are referred to the Academic Intervention Services (AIS) team for review to ensure that these students are receiving appropriate services;
- Small group instruction is provided weekly for most ELLs as scheduling permits.
- Students working at an Intermediate level will be provided with ELA standards-based class work, homework, and projects designed to give them ongoing practice in the four modalities. A greater emphasis will be placed on developing comprehension skills and basic analysis, application and synthesis skills.
- The emphasis for the Advanced and Proficient students will be on higher order thinking and learning skills such as analysis, application, and synthesis through more complex projects that require the effective demonstration of all four modalities.
- NYSESLAT test preparation materials have been provided for all ESL students.

**Part B: Content Area Data for English and Math**

Based on the ELLs current cumulative records in ELA, the most recent average grade for each level is as follows:

	2005-2006	2006-2007	2007-2008
• 9 <sup>th</sup> graders	50%	68%	

- 10<sup>th</sup> graders            67%                            62%
- 11<sup>th</sup> graders            72%                            65 %
- 12<sup>th</sup> graders            76%                            85 %

Based on the ELLs current cumulative records in Math, the most recent average grade for each level is as follows:

	2005-2006	2006-2007	2007-2008
• 9 <sup>th</sup> graders	55%	79%	
• 10 <sup>th</sup> graders	68%	64%	
• 11 <sup>th</sup> graders	75%	63%	
• 12 <sup>th</sup> graders	87%	80%	

**Instructional Implications:**

Working on stats

**VI. Planning for ELLs**

*SIFE*

We currently have 11 SIFE students in the building. Our plan for working with future SIFE students includes working with the students’ guidance counselor to ensure that appropriate transition strategies are developed and implemented to assist the students in their re-entry to formal schooling, appropriate class placement based on designated level, and one-to-one tutoring, if necessary, in language as well as content area courses.

*Newcomers*

At present, we have no students in the school who have been in the country for less than three years. Our plan for working with newcomers is similar to the one described above for working with SIFE students. It includes extended class time, daily vocabulary work, and emphasis on use of prior knowledge and acquisition of new knowledge. In addition, with the assistance of our Region 4 ELLIS, additional ESL books from Oxford Press including dictionaries, workbooks, and leveled libraries of classics have been added to our curriculum resources.

*Long-term ELLs*

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

#### *ELLs with Special Needs*

In response to the requirements of Special Needs students, we are in the process of reviewing IEPs to make certain that their learning issues are language related and they are being given the appropriate support services as described in their IEPs.

#### *Transitional Support*

The progress of students making the transition out of ESL into general education ELA classes will continue to be monitored. Regular meetings with a guidance counselor as well as additional tutoring in ELA and content-area courses will be provided as needed along with additional AIS small group instruction on a weekly basis.

#### *Programming for ELLs*

ELL Intermediates receive 360 minutes of ESL per week. ELL Advanced students receive 180 minutes of ESL and 180 minutes of ELA instruction per week. Our classes utilize instructional scaffolding, differentiated instruction, cooperative learning, and peer tutoring. Our program meets the New York City Performance Standards and New York State Learning Standards.

#### *Explicit ESL Instruction*

ESL teachers utilize a variety of instructional scaffolding techniques such as modeling, bridging, contextualization, schema building, text representation, and multi-textual visuals in their lessons to engage students in constructive learning. In addition to our evaluation and instructional materials, we have ESL books from Oxford Press including dictionaries, and leveled libraries of classics have been added to our curriculum resources.

#### *Push-in/Pull-out Models*

These models are not used in ESL instruction at *Queens Vocational and Technical High School*.

## VII. Resources and Support

### *Instructional Materials*

The following instructional materials are used to support the learning of ELLs:

- Newspapers, including *USA Today*, *The New York Times*, and *The Post* are used regularly in all ESL classes;
- Classroom texts include *Voices in Literature*, *Bronze*, *Silver*, and *Gold Readers including skills book and student journal*, *Weaving It Together*, *Visions*, *Double Action English*, *Fictional Flights*, *Can You Believe It Oxford Dictionaries and workbooks*, and a variety of adapted classics such as *Romeo and Juliet*, *The Canterbury Tales*, *Othello*, and *Julius Caesar*; and *The Day Book* journal series;
- NYSESLAT test preparation materials;
- Ramp Up to Literacy curriculum; and
- Selected films.

### *Professional Development*

Professional development opportunities that open to our ESL teachers include:

- National, network, and schoolwide professional development workshops;
- Monthly meetings between the Humanities, AP, ESL Coordinator, and ESL teachers to discuss students, student work, best practices, and classroom strategies; and
- Classroom visits and individualized instructional support for ESL teachers offered by the Network 10 ESL specialist.

Support and professional development that is offered to non-ESL content area teachers includes:

- Workshops on ESL literacy strategies and techniques offered by a Network 10 ESL specialist and our ESL coordinator via faculty conferences; and,
- Individual one-to-one lesson planning consultations provided by the ESL Coordinator to non-ESL teachers in the content areas.

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Principal's Signature

Date

**Part B: CR Part 154 (A-4) Bilingual/ESL Program Description**

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Type of Program: \_\_\_ Bilingual \_\_\_ **X** ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2007-08: \_\_\_\_\_ **39** \_\_\_\_\_  
(No more than 2 pages)

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

**9<sup>th</sup> grade ELLs that enter at reading levels 1 and 2 are programmed for double periods of ESL taught by licensed ESL teachers. All literacy classes employ Balanced Literacy strategies that include independent and shared reading, and independent and interactive writing exercises, teacher-led Read Alouds that model effective reading techniques and habits, and guided reading of more challenging texts. The teachers will also provide student centered lessons that implement strategies such as cooperative learning, journal writing, and interdisciplinary, project-based approaches. All lessons, assignments, exams, and projects reflect Regents standards and provide practice for Regents tasks. ESL teachers develop adapted lessons that meet the needs of ELLs and the requirements of ELA Standards, and promote rubrics-based assessments and projects. ELL students participate in all content areas as per Regents requirements and in all CTE programs. A variety of language strategies are utilized in all content areas.**

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

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

**All students are invited to try out for all sports teams and to join all extracurricular clubs and competitions.**

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

**In cooperation with our ESL Coordinator, Parent Coordinator, AP, Pupil Personnel Services, and AP, Guidance, Queens Vocational and Technical High School will provide ELL parents with two evening workshops, one in the fall and one in the spring. In addition, ELL parent workshops are offered at the August new student Orientation. These workshops focus on topics that include the following: awareness of our**

**Language Allocation Policy; ELL mandates; school-based support structures and supplemental services available to our children; updates on whole school reform initiatives; SAT and REGENTS preparation opportunities; graduation requirements and career-planning strategies.**

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

- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

**N/A**

- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

**ESL and non-ESL content area teachers attend national and school-based workshops that focus on differentiated learning and language acquisition strategies. These are scheduled on citywide professional development days, weekly Small Learning Communities, and throughout the school year as provided by the ICI LSO.**

**The ESL Coordinator, the AP of Humanities, the AP, Instructional Support Services, and the AP, Pupil Personnel Services meet regularly to discuss student progress, placement, and data based on course grades and standardized exam grades and to plan appropriate interventions.**

**An ICI LSO professional developer works weekly with the Assistant Principal of Humanities and the two ESL teachers to support curriculum reform and improvement of instructional delivery throughout the school year. The ICI LSO professional developer is currently training faculty members of targeted Small Learning Communities at Queens Vocational and Technical High School in the use of the SIOP language model for use across the curriculum.**

**In collaboration with the Assistant Principal for Special Education/I.S.S., sessions for ESL teachers in strategies for accommodating the multiple intelligences and differentiated learning styles of mainstreamed special education students will also be scheduled. These sessions will take place once in the fall and once in the spring during discipline team meetings.**

- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

**Other support services include after school credit recovery classes, weekly in school tutoring, and all Instructional Support Services as mandated.**

- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

**N/A**

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08**

**School Building:** 24Q600 Queens Vocational and Technical High School **District** 24

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
N/A	2	N/A	0	N/A	2	4

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

**Part D: CR Part 154 – Sample Student Schedules**

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

# BEGINNER ELL SCHEDULE

Time	Period ID	Course Code	Section	Title
8:04 - 8:58	1	ME12ET	01	ALGEBRA 9
9:01-9:55	2	ME12ET	01	ALGEBRA 9
9:58-10:53	3	ME12ET	01	ALGEBRA 9
9:58-10:53	3	SLAPT	01	LIV ENVIRON
10:56-11:38	4	LBDE	01	ESL LEVEL II
11:41-12:23	5	LBDE	01	ESL LEVEL II
12:26-1:08	6	ZL9	01	LUNCH
1:11-1:53	7	HCDPT	01	US HISTORY
1:56-1:50	8	GAA	08	ADVISORY
1:56-1:50	8	PFE	14	WEIGHT TR
1:56-1:50	8	SLAPT	01	LIV ENVIRON
2:53-3:47	9	LA	03	ESL LEVEL I
2:53-3:47	9	SLAL	01	LV ENV LAB

# INTERMEDIATE ELL SCHEDULE

Time	Period ID	Course Code	Section	Title	Teacher	Room #	Cycle Day
8:04 - 8:58	1	VCDPPE	01	ELEC INST 12	MALONEY	444	MTWRF
9:01-9:55	2	VCDPPE	01	ELEC INST 12	MALONEY	446	MTWRF
9:58-10:53	3	VCDPPE	01	ELEC INST 12	BOWEN	446	MTWRF
10:56-11:38	4	GWBL	01	WORK BSD LRN	ALI A		-----
10:56-11:38	4	ZLB	01	LUNCH	LUNCH	CAFE	MTWRF
11:41-12:23	5	PH1	02	HEALTH 1	LERRO	105	MTWRF
12:26-1:08	6	MG12PE	03	GEOMETRY	RAYNOR	152	MTWRF
1:11-1:53	7	H7EPT	01	US GOV TERM 1	DECARLO GUERRERO	404	MTWRF
1:56-1:50	8	A1P0	01	ART IND STY	GARCIA RUIZ QUARTUCCIO	325	-----
1:56-1:50	8	FS10	01	IND SPAN 1	RIVERA ABREU	434	-----
1:56-1:50	8	GP1RPSA	02	ART & SPAN PROJ	MALONEY	444	--T-----
1:56-1:50	8	LB	01	ESL LEVEL II	MOREAU	320	----WRF
1:56-1:50	8	VCDPPE	01	ELEC INST 12	BOWEN	446	M-----
2:53-3:47	9	LB	01	ESL LEVEL II	MOREAU	320	MTWRF

# ADVANCED ELL SCHEDULE

Time	Period ID	Course Code	Section	Title	Teacher	Room #	Cycle Day
8:04 - 8:58	1	PPE	23	PHYSICAL ED	GAROFANO	GYMB	MT--R--
8:04 - 8:58	1	SCAL	02	CHEM LAB	GORMAN	203	---W---
8:04 - 8:58	1	SCAPPB	01	CHEMISTRY	TAN	202	-----F
9:01- 9:55	2	EB2	02	ENGLISH 10	HIMMEL	351	-----RF
9:01- 9:55	2	SCAPPB	01	CHEMISTRY	TAN	202	MTW----
9:58-10:53	3	EB2	02	ENGLISH 10	HIMMEL	351	MT-----
9:58-10:53	3	LC	01	ESL LEVEL III	MOREAU	320	---WRF
10:56- 11:38	4	VNBPPCE	02	ELCTR-CMP 10	RAUSHAN	307	MTWRF
11:41- 12:23	5	VNBPPCE	02	ELCTR-CMP 10	RAUSHAN	307	MTWRF
12:26-1:08	6	VNBPPCE	02	ELCTR-CMP 10	RAUSHAN	307	MTWRF
1:11- 1:53	7	HA2	02	GLOBAL 9	RIDGE	303	MTWRF
1:56- 1:50	8	A1P0	01	ART IND STY	GARCIA RUIZ QUARTUCCIO	325	-----
1:56- 1:50	8	GP1RPA	03	ART PROJECT	RODRIGUEZ	416	--T-----
1:56- 1:50	8	LC	01	ESL LEVEL III	MOREAU	320	M-----
1:56- 1:50	8	VNBPPCFM	02	CAREER FIN MG	NKOSI	421	---WRF
2:53- 3:47	9	MG12PE	04	GEOMETRY	RAYNOR	158	--TWRF
2:53- 3:47	9	VNBPPCFM	02	CAREER FIN MG	NKOSI	421	M-----

**Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009**

**Form TIII – A (1)(a)**

**Grade Level(s)** 9-12      **Number of Students to be Served:** 54 LEP X Non-LEP  
**Number of Teachers** 2      **Other Staff (Specify)** \_\_\_\_\_

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

**Title III, Part A LEP Program**

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

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- **PM School credit recovery classes**
- **Afterschool Regents prep classes**

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

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**ESL and non-ESL content area teachers attend national and school-based workshops that focus on differentiated learning and language acquisition strategies. These are scheduled on citywide professional development days, weekly Small Learning Communities, and throughout the school year as provided by the ICI LSO.**

**The ESL Coordinator, the AP of Humanities, the AP, Instructional Support Services, and the AP, Pupil Personnel Services meet regularly to discuss student progress, placement, and data based on course grades and standardized exam grades and to plan appropriate interventions.**

**An ICI LSO professional developer works weekly with the Assistant Principal of Humanities and the two ESL teachers to support curriculum reform and improvement of instructional delivery throughout the school year. The ICI LSO professional developer is currently training faculty members of targeted Small Learning Communities at Queens Vocational and Technical High School in the use of the SIOP language model for use across the curriculum.**

**In collaboration with the Assistant Principal for Special Education/I.S.S., sessions for ESL teachers in strategies for accommodating the multiple intelligences and differentiated learning styles of mainstreamed special education students will also be scheduled. These sessions will take place once in the fall and once in the spring during discipline team meetings.**

**Form TIII – A (1)(b)**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$11,951.70	After School Program 40 hrs teachers and AP \$9,566.00  Training for Program Teachers and AP \$ 477.50
Purchased services such as curriculum and staff development contracts	\$ 1,908.20	
Supplies and materials	\$ 3,048.00	Classroom Materials
Travel		
Other		
<b>TOTAL</b>	<b>\$15,000</b>	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**The school will increase participation of non-English parents by providing communication through**

- **Outreach by the Bilingual Parent Coordinator**
- **Department of Education translation of crucial documents for parents in 8 languages**
- **School notifications translated in-house in various languages**
- **Interpretation by available staff during school hours and meetings**
- **Report cards and transcript translations available from DOE**

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### **Directions:**

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

### **Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

1. Enter the anticipated Title I allocation for the school for 2008-2009 \$619,323
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$6,194
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$30,967
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 95%
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
  - **We have informed the teachers in question that they are considered “not highly qualified” and all are aware of their status.**
  - **We have given them information regarding courses and other options to complete their status.**
  - **We have dedicated 5% of the title I funding to address this issue.**
  - **Some are teaching fellows and are already working toward certification.**
  - **In CTE areas the NYC and NY State licenses are not always congruent.**

### **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

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

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement

policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

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

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

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

### WHAT IS TITLE I?

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

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

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

POLICY:

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

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

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

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

<b>TITLE I - PARENT INVOLVEMENT POLICY (PIP) STATEMENT (continued)</b>
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Meetings:

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

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

- Orientations
- Parent Workshops
- Parent Vocational Voice Newsletter
- Parent’s Bulletin Board
- Phonemaster
- Mailing

- E-mail
- Backpack

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

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

Schools and parents will share responsibility for student performance by:

*The school:*

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

*Parents:*

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

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

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

Annual Meeting:

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

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

N/A

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
  - **Provide double period ELA and math classes to all 9<sup>th</sup> grade Level 1 and II students.**
  - **Provide graphing calculators for the students in the designated 9<sup>th</sup> grade math classes.**
  
2. Ensure that planning for students served under this program is incorporated into existing school planning.

**Title I students were programmed for double period classes in the 9<sup>th</sup> grade – see page 25D#1**

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;  
  
**Provide PM school for credit recovery and Regents preparation.**
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and  
  
**Provide 9<sup>th</sup> graders with one period CTE to increase applied learning opportunities.**
  - c. Minimize removing children from the regular classroom during regular school hours;  
  
**Utilize push-in SETSS and CTT models rather than traditional pull out models.**

4. Coordinate with and support the regular educational program;  
**Provide 9<sup>th</sup> grade advisory program once a week to enrich guidance services.**

5. Provide instruction by highly qualified teachers;

**Funding has been set aside for teachers to take course to attain highly qualified status.**

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

**New teacher workshops in ELA and workshops in geometry are offered to teachers.**

7. Provide strategies to increase parental involvement; and

**Establish college night (Nov) and enhance CTE night (Feb)**

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

**See Title III, AIS, Small Learning Community, Stage grant for afterschool programs**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

**NCLB/SED Status:** SRAP year 4 **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All School Improvement Schools (SINI and SRAP)**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

**Graduation Rate (see page 10)**

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.
  - **The Art, Music, and Spanish Independent Study projects are now being given in the 10<sup>th</sup> grade during a weekly study period facilitated by faculty.**
  - **PM School credit recovery classes and Regents Prep classes are offered after school.**
  - **Guidance counselors are meeting with students that fall into the targeted disaggregated groups to review transcripts, provide course counseling, and to help teachers to create individualized plans for our at risk students.**
  - **Title III after school tutoring two days per week for ELL population.**

**Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

(a) Provide the following information: 2008-09 anticipated Title I allocation = \$ 619,323; 10% of Title I allocation = \$ 61,932.

<sup>1</sup> School Under Registration Review (SURR)

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
  - **All first year teachers receive mandatory mentoring through ICI LSO every two weeks.**
  - **ICI LSO mentor works with AP, Humanities and the lead teachers in ELA and math to design strategy plans and additional workshops for new teachers.**
  - **The lead teachers work with new teachers weekly on lesson planning and implementation.**
  - **ICI LSO professional developer works with Small Learning Community faculty weekly on incorporating ESL language strategies across the curriculum.**
  - **The math coach works weekly with all math teachers on strategies for implementing new math curriculum, conducting data analysis, and developing and implementing targeted intervention for at risk-students.**
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**Parents are notified at regular PA meetings, the School Leadership Meetings, and mailings. Translation of verbal and written information is provided through school staff and the Translation Unit.**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### **ELA Alignment Issues:**

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

- **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.  
**Through our Small Learning Community team and content area curriculum team meetings we will perform a needs assessment based on the findings listed above to identify which areas of improvement are relevant to our current ELA curriculum. Based on this data, we will begin planning appropriate strategies for revising and strengthening our current curriculum.**

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**1B. Mathematics**

**Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through

**UPDATED – OCTOBER 2008**

these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**Through our Small Learning Community team and content area curriculum team meetings we will perform a needs assessment based on the findings listed above to identify which areas of improvement are relevant to our current math curriculum. Based on this data, we will begin planning appropriate strategies for revising and strengthening our current curriculum.**

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 2: INSTRUCTION**

UPDATED – OCTOBER 2008

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

## **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.  
**Through our Small Learning Community team and content area curriculum team meetings we will perform a needs assessment based on the findings listed above to identify which areas of improvement are relevant to our current ELA instructional models. Based on this data, we will begin planning appropriate strategies for revising and strengthening our current curriculum.**

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.  
**Through our Small Learning Community team and content area curriculum team meetings we will perform a needs assessment based on the findings listed above to identify which areas of improvement are relevant to our current mathematics instruction. Based on this data, we will begin planning appropriate strategies for revising and strengthening our current instructional models.**

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.  
**Through our Small Learning Community team, content area curriculum team, and cabinet meetings we will perform a needs assessment based on the findings listed above to identify which areas of improvement are relevant to the current status of the experience of our teachers and the stability of our staff. Based on this data, we will begin planning appropriate strategies for revising and strengthening our current hiring and retention policies and practices.**

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.  
**Our Language Allocation Team will perform a needs assessment based on the findings listed above to identify which areas of improvement are relevant to our current professional development program for all classroom teachers responsible for teaching ELLs.**

**Based on this data, we will begin planning appropriate strategies for revising and strengthening our current professional development program.**

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**Our Language Allocation Team will perform a needs assessment based on the findings listed above to identify which areas of improvement are relevant to our current data collection, analysis, and dissemination policies regarding the monitoring of our ELL's academic progress or English language development. Based on this data, we will begin planning appropriate strategies for revising and strengthening our current data policies.**

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**UPDATED – OCTOBER 2008**

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

**Our AIS team will perform a needs assessment based on the findings listed above to identify which areas of improvement are relevant to our current professional development program for all classroom teachers responsible for teaching Special Education population. Based on this data, we will begin planning appropriate strategies for revising and strengthening our current policies governing professional development for teachers in reading and understanding IEPs, accommodations and modifications, and behavioral support plans.**

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**Our AIS team will perform a needs assessment based on the findings listed above to identify which areas of improvement are relevant to our current review, development, and implementation of mandates required by IEPs.**

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

## CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts for spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Contracts for Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated funds, as per SE requirements.

This survey must be completed by Tuesday July 15 at 6pm.  
Thank you!

Submit date: **Jul 16, 2008**      Email address: **dvittor@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

School DBN	24q600
School Name	Queens Vocational High School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 200,231
Principal Name	Ms. D. Vittor
Principal Email	dvittor@schools.nyc.gov
Principal Phone	7189373010

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes  
 No

How much do you plan to allocate for each of the following program strategies?

Creation of additional classrooms	\$ 97,970
Reducing teacher-student ratio through team teaching strategies	

Does your school plan to allocate FY09 funding to reduce class size via the creation of additional classrooms?

- Yes  
 No

What grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008- new classrooms/class sections will be created for school year 2008-09?

\* If you plan to use C4E funds to target more than one grade, please fill out one row per grade.

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24

C4E Target #2: 8 - Math - Students with Disabilities - 26 - 1 -25

\* If you plan to target more than one special population in a single grade, please fill out a separate row for each su

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24

C4E Target #2: 6 - ELA - Students with Disabilities - 25 - 1 -24

\* If you plan to target more than one subject area in a single grade, please fill out a separate row for each subject :

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24

C4E Target #2: 6 - Math - ELLs - 25 - 1 -24

	Targeted Grade	Targeted Subject	Targeted Population	Average Class Size 2007 -08	# New Classrooms / New Sections
C4E Target #1	9	English Language Arts	English Language Learners	30.0	1
C4E Target #2	10	English Language Arts	English Language Learners	25.0	1
C4E Target #3	11	English Language Arts	English Language Learners	10.0	1
C4E Target #4	12	English Language Arts	English Language Learners	10.0	1
C4E Target #5					
C4E Target #6					

Does your school plan to allocate FY09 funding to reduce class size by reducing teacher-student ratios in existing (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
- No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs **\$ 102,261**  
Summer School Programs  
Dedicated Instructional Time  
Individualized Tutoring

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

Please describe the program.

After school classes After school remedial classes After school prep classes

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Please describe the program.

ESL / English classes Prep classes review classes

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes

No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

Yes

No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

Yes

No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand pre-kindergarten program at the school?

Yes

No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Learners (ELLs)?

Yes

No