



TOTTENVILLE HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: **31R455**
ADDRESS: **100 LUTEN AVENUE, SI, NY 10312**
TELEPHONE: **718-356-2220**
FAX: **718-317-0962**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 31R455 **SCHOOL NAME:** Tottenville High School

SCHOOL ADDRESS: 100 Luten Avenue, Staten Island, NY 10312

SCHOOL TELEPHONE: 718-356-2220 **FAX:** 718-317-0962

SCHOOL CONTACT PERSON: John Tuminaro **EMAIL ADDRESS:** jtumina@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>John Tuminaro, William Goldman, Delann Pignatelli</u>
PRINCIPAL:	<u>John Tuminaro</u>
UFT CHAPTER LEADER:	<u>William Goldman</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Delann Pignatelli and Michele Faljean</u>
STUDENT REPRESENTATIVES: <i>(Required for high schools)</i>	<u>Jordan Lowmark & Paige Gepes</u>

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** 405

NETWORK LEADER: Karen Ditolla

SUPERINTENDENT: Aimee Horowitz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
John Tuminaro	*Principal or Designee	
William Goldman	*UFT Chapter Chairperson or Designee	
Delann Pignatelli	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
Jordan Lowmark	Student Representative	
Paige Gepes	Student Representative	
N/A	CBO Representative, if applicable	
Barbara Alianiello	Member/Administration	
Rosalia Tierno	Member/UFT	
John Cucuzza	Member/UFT	
Christopher Anzalone	Member/UFT	
John DePrizio	Member/Parent	
Nadine Drickel	Member/Parent	
Josephine Ruggiero	Member/Parent	
Naeem Sheikh	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Tottenville High School is a comprehensive academic high school of approximately 4,000 students. According to its mission statement, "Tottenville High School is dedicated to providing a thorough, challenging and exemplary education while consistently meeting or exceeding standards, in a safe, caring and trusting environment that respects the rights of others and supports students' needs." The school offers all students, including high achievers, special needs students and English Language Learners, a vision for the future. The school offers over 800 classes and 100 teams and after-school clubs and activities.

Tottenville has been designated by the United States Department of Education and the New York State Education Department as a "School of Excellence" in recognition of its exceptional programs and the notable achievements of its students. In addition, the school received a grade of B on its most recent Progress Report and a designation of "well developed" on its most recent Quality Review.

Tottenville offers a challenging and rigorous Institute program in Science and Humanities, as well as an Honors Program, an extensive Advanced Placement program for college credit as well as numerous College Now classes for 11th and 12th graders, affiliated with the College of Staten Island and Kingsborough Community College; visual, performing, and career arts, science research, advanced technology, including CISCO Certification, Virtual Enterprise, Medical Technology, Dental Office Careers, Dental Laboratory Technician, Culinary Arts, Architecture, and Automotive Careers. Our Career and Technical Education program has been cited by the State Education Department as an exemplary CTE program, and our Performing Arts program is nationally recognized.

A full array of Academic Intervention Services are available to all students, including English Language Learners and special education youngsters during the school day and after the school day. Our Community Based Organization, JCC Beacon, supports an extensive menu of Academic Intervention Services as part of our after-school program and Saturday Learning Center. The school offers a rigorous Extended Day Credit Recovery program for students, which takes place on Wednesday afternoons and Saturday morning.

We have a strong School Leadership Team and an active PTA which supports scholarships, student incentives and other award ceremonies, College and Career Night, attendance incentives, teacher recognition day, and a host of other recognition ceremonies for students and staff. Tottenville High School provides parental support in the following areas: parent/teacher conferences, after-school programs, active participation in school leadership, and a variety of parent workshops on pertinent topics throughout the year. Along with the school, the PTA collaborates on informational parent newsletters, a school website, a public relations newsletter, and a student activities calendar.

Collaborative programs include Kingsborough Community College – College Now, Institute of Basic Research, Bristol-Meyers Squibb, The College of Staten Island Discovery Institute, and College Now STEP Program, Staten Island University Hospital internships, collaborations with NYSERDA, St. John's University, Wagner College, and Polytechnic University, Project Learn, ENACT, Young Audiences NY, Junior Achievement, C-CAP, GLOBE, JCC Beacon Program (a major community-based organization that provides tutoring, summer, evening, and weekend programs, and a Saturday Learning Center), and the New York State School Music Association. The school also has a host of internships and job shadowing opportunities, particularly in career and technical education.

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SECTION IV: NEEDS ASSESSMENT

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

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

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

A comprehensive review of the school's educational and instructional program was undertaken by various stakeholders of the school community. These included the Principal's Cabinet, School Leadership Team, our CFN Network Team, UFT Chapter Committee, the multiple School Inquiry Teacher Teams, Consultative Council and the PTA Executive Board. Quantitative and qualitative data were reviewed to ascertain student performance trends and other indicators of progress. Among the documents reviewed were the School Progress Report, New York State Report Card, Learning Environment Survey, and the Quality Review. In addition, data from ATS RCOS and RHSV reports, DATAcation, College Board, the Achievement and Reporting Innovation System (ARIS) and Inquiry Team action research were reviewed.

Listed below are highlights of the school's strengths, accomplishments and challenges.

Strengths

- The school uses assessment data to track the progress of individuals and groups of students as well as those most in need of improvement.
- Students who require additional help receive valuable support from a wide array of Academic Intervention Services (AIS) including during the school day, after-school and on weekends.
- The school has an extensive range of curriculum programs and extra curricular activities both of which provide outstanding learning opportunities for students.
- Varied and effective collaborations and partnerships with groups and institutions of higher learning help to enhance the educational range and interest for students.
- An excellent range of guidance and student support services help to support the academic and personal development of the students.

- A positive school climate where clear expectations are expressed and communicated regularly to students and where clear procedures and protocols lead to a high degree of mutual respect between students and staff.

Challenges

- The need to continue to differentiate instruction in order for all teachers to more specifically address the individual needs of each student and accelerate the learning of students in the *SWD* subgroup.
- The need to develop more fully a system of specific goal setting for students in all subject areas in order for performance targets to be based on prior achievement.
- Staff needs to increase proficiency in utilizing data (Acuity, PSAT, Item Analysis, ARIS) to identify specific skills and sub skills in order to make informed decisions regarding instructional practice.
- The need to continue to infuse technology across all disciplines in order to support school-wide instructional goals and increase student engagement by using media which will target varying learning styles (multiple intelligences) interests, and abilities.

Student Performance Trends 2009 – 2010 (based on Progress Report metrics and NYSTART data):

- The percentage of students earning 10+ credits in the first year of high school has decreased by 5.6% (83.7 for 2009 – 2010; 89.3% for 2008 – 2009; 85.6% for 2007 – 2008).
- The percentage of students earning 10+ credits in the second year of high school has decreased by 1.2% (84.1% for 2009 - 2010; 85.3% for 2008 – 2009; 82.1% for 2007 – 2008).
- The percentage of students earning 10+ credits in the third year of high school has increased by 2.2% (87.1% for 2009 – 2010; 84.9% for 2008 – 2009; 86.0% for 2007 – 2008).
- The weighted Regents pass rate in English continues to increase steadily with an increase of .03 for 2009 – 2010. (1.07 for 2009 – 2010; 1.04 for 2008 -2009; .97 for 2007 – 2008).
- The weighted Regents pass rate in Mathematics continues to increase steadily with an increase of .17 (1.61 for 2009 – 2010; 1.44 for 2008 -2009; 1.19 for 2007 -2008).
- The weighted Regents pass rate in Science continues to increase steadily with an increase of .05 (1.06 for 2009 – 2010; 1.01 for 2008 - 2009; .94 for 2007 -2008).
- The weighted Regents pass rate in U.S. History has decreased again by .01 (.98 for 2009 – 2010; .99 for 2008 -2009; 1.00 2007 - 2008).

- The weighted Regents pass rate in Global History has held steady with no change in rate from school year 2008 – 2009 (.95 for 2009 – 2010; .95 for 2008 -2009; .86 for 2007 -2008).
- The graduation rate decreased slightly by .01% (83.6% for 2009 – 2010; 83.7% for 2008 – 2009; 80.6% for 2007 -2008), yet the weighted graduation rate continues to increase significantly with an increase of 6.9% (186%.0 for 2009 – 2010; 179.1% for 2008 -2009; 167.7% for 2007 -2008). 81% of our 2010 graduates received a Regents diploma and 33% received this with an advanced designation.
- The 6-year graduation rate increased by 2.1% (84.9% for 2009 – 2010; 82.8% for 2008 -2009; 83.8% for 2007 -2008), and the 6-year weighted graduation rate increased significantly by 11.8% (176.0% for 2009 -2010; 164.20% for 2008 -2009; 173.7% for 2007 -2008).
- Post-secondary plans of 2010 graduates indicate 81% attending four year colleges and 3% attending two year colleges.
- The yearly attendance rate decreased by 1.3%; however, *H1N1 data exclusions* skew comparative analysis. (89.2% for 2009 – 2010; 90.5% for 2008 -2009; 89.8% for 2007 – 2008).
- Females outperform males on all five required Regents examinations; however the achievement gap between females and males is shrinking for ELA and U.S. History. Additionally, the graduation rate for females is 87%, a difference of 4% when compared with the graduation rate of 83% for males.
- Cohort 2010 Performances indices are as follows: ELA: PI for females is 189 and males is 185 (Cohort 2009 ELA: PI for females was 189 and 182 for males); Math: PI for females is 191 and 188 for males (Cohort 2009 Math: PI for females was 187.3 and 186.3 for males); Science: PI for females is 1.75 and 1.67 for males (Cohort 2009 Science: PI for females is 174.7 and 177.8 for males); U.S. History: PI for females is 1.75 and 1.64 for males (Cohort 2009 U.S. History: PI for females is 181.6 and 179.5 for males); Global History: PI for females is 173 and 165 for males (Cohort 2009 Global History: PI for females is 178.3 and 180 for males).
- High-need students continued to achieve exemplary outcomes. The weighted diploma rate for ELL's was 157.1%; IEP students 199.1%; and students in the lowest third 130.9%. (Please note: categories for this metric changed from the 2009 Progress Report.) Additionally, 19.9% our lowest third students scored a 75 or higher on the ELA Regents and 7.4% on the Math Regents.

- The NCLB accountability subgroup *Students with disabilities* did not achieve AYP in 2009 -2010, and our school's accountability status is now SINI Corrective Action Year 2 for ELA. This group however has made significant progress towards AYP with remarkable gains in both ELA and Mathematics. The 2009 – 2010 PI for ELA was 162 (2009 PI was 145) and 159 for Mathematics Math (2009 PI was 145).
- The NCLB accountability group *Hispanics* also has made significant gains with an ELA PI of 186 and a Math PI of 184 (Cohort 2009 ELA PI was 167 and Math PI 173). However, the graduation rate continues to be lower than the *all student* group (85%) but has increased by 7.7% with a 74.7% for Cohort 2010 (67% for Cohort 2009).
- The number of economically disadvantaged students continues to grow (21% 2009-2010; 15% 2008 – 2009; 13% 2007 – 2008). This NCLB accountability group's PI for ELA and Math has decreased. The PI for Cohort 2010 for ELA was 167 and 177 for Math (Cohort 2009 ELA PI was 179 and 184 for Math).

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

1. To expand teachers' capacity to develop effective and appropriate differentiated instructional strategies by June 2011 (Year 2 of 3 implementation plan). 100% of the teaching staff in the core subjects will continue to engage in professional development around differentiated instruction that addresses the needs of *IEP* students and/or students with special needs, different learning styles (multiple intelligences), and varying reading levels. 75% or more of the *ICTS* teacher teams will have moved at least one level in proficiency in the utilization of differentiated instructional strategies. 75% or more of the *ICTS* and General Education classrooms will have evidence of resources to support differentiated learning and student work reflecting multiple intelligences.
2. All students in each accountability subgroup will make significant progress towards meeting the new state graduation standard of 80%. The total Cohort of 2007 (Class of 2011) *all students* group will meet/exceed the graduation standard of 80%. The subgroup, *Hispanic*, will satisfy the 2010 -2011 Progress Target of 70% or increase the graduation rate to 68% (an increase of 1%). The subgroup, *students with disabilities*, will satisfy the 2010 -2011 Progress Target of 62% or increase the graduation rate to 59% (an increase of 1%).
3. All students in each accountability subgroup will make significant progress towards meeting State standards in English Language Arts by June 2011. The Cohort of 2007 (Class of 2011) *all students* group will meet/exceed the EAMO of 181. The subgroup, *students with disabilities*, will meet/exceed the EAMO of 174, satisfy the safe harbor target of 166, or increase the percentage of students achieving proficiency levels of 3 and 4 in ELA to 74% (an increase of 1% from 2009 – 2010). The subgroup, *economically disadvantaged*, will meet/exceed the EAMO of 175, satisfy the safe harbor target of 170, or increase the percentage of students achieving proficiency levels of 3 and 4 in ELA to 82% (an increase of 1% from 2009 – 2010).
4. All students in each accountability subgroup will make significant progress towards meeting State standards in Mathematics by June 2011. The total Cohort of 2007 (Class of 2011) *all students* group will meet/exceed the EAMO of 178. The subgroup, *students with disabilities*, will meet/exceed the EAMO of 171, satisfy the safe harbor target of 163, or increase the percentage of *IEP* students achieving proficiency levels of 3 and 4 in Mathematics to 67% (an increase of 1% from 2009 – 2010).

SECTION VI: ACTION PLAN

Subject/Area (where relevant):

To expand teachers' capacity to develop effective and appropriate differentiated instructional strategies.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To expand teachers' capacity to develop effective and appropriate differentiated instructional strategies by June 2011 (Year 2 of 3 implementation plan). 100% of the teaching staff in the core subjects will continue to engage in professional development around differentiated instruction that addresses the needs of IEP students and/or special needs, different learning styles (multiple intelligences), and varying reading levels; 75% of the ICTS teacher teams will have moved at least one level in proficiency in the utilization of differentiated instructional strategies; and at least 75% of the ICTS and General Education classrooms will have evidence of resources to support differentiated learning and student work reflecting multiple intelligences.</p>
<p>Action Plan 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"> ○ Secure an educational consultant with expertise in differentiated instruction to work with and support, and monitor the progress of ICTS teacher teams and to provide professional development focusing on multiple intelligences, learning styles, and inclusion. ○ Secure the services of ACUITY, Achieve 3000, DATAcation, and ETS College Board professional consultants to provide professional development monthly in the use of assessment data to identify trends, track progress, and adjust classroom level curricular and instructional decisions. ○ Secure the services of Expert 21 professional consultants to provide professional development for teachers of high needs students in the use of their computerized literacy program and differentiated instruction.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> ○ Tax Levy Funding to purchase DATAcation services and web access. ○ ASD funding to support additional ICTS classes ○ C4E funding (Time on Task program) that will provide supplemental Extended Day Regents prep classes ○ ASD (Autism Spectrum Disorder) funding to support the services of consultants to provide professional development in differentiated instructional strategies, multiple intelligences, learning styles, and inclusion.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ○ Teacher teams are meeting once a week to effectively analyze data in order to identify and service students who need additional supports and extensions and to set differentiated annual and interim goals for those students to accelerate their learning. ○ Teacher teams have created inquiry spaces in ARIS to archive their work. ○ Classroom level goals are targeted and designed to leverage changes in classroom practice to accelerate student learning. ○ Formal teacher observations and walkthroughs at least twice a term reveal teaching strategies and routines that are differentiated to ensure multiple entry points, supports, and extensions for all students. ○ Classroom resources are leveled and varied to address various learning styles and interests ○ Student work reflects instructional assignments based on multiple intelligences.

SECTION VI: ACTION PLAN

Graduation Standard

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All students in each accountability subgroup will make significant progress towards meeting the new state graduation standard of 80%. The total Cohort of 2007 (Class of 2011) <i>all students</i> group will meet/exceed the graduation standard of 80%. The subgroup, <i>Hispanic</i>, will satisfy the 2010 -2011 Progress Target of 70% or increase the graduation rate to 68% (an increase of 1%). The subgroup, <i>students with disabilities</i>, will satisfy the 2010 -2011 Progress Target of 62% or increase the graduation rate to 59% (an increase of 1%).</p>
<p>Action Plan 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"> ○ To create an Inquiry Team in October 2010 to analyze data and implement strategies to improve the performance of the Hispanic subgroup. ○ To create 10 additional ICTS classes for a total of 52 classes to support IEP students and general education students at risk (an increase of 23 classes from 2008 and 42 classes from 2009). ○ To continue offering monthly PD in differentiated instructional strategies. ○ To implement a rigorous Credit Recovery program that targets specific learning deficiencies and provides for Regents preparation. ○ Increase AIS targeted specifically for IEP students by providing tutoring services twice a week after school.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> ○ Tax Levy and C4E funding to support reduced class size in ELA and Math where possible. ○ Additional <i>ICTS</i> classes supported through the ASD grant. ○ Tax Levy and CBO funding (JCC Beacon) to support after-school and Saturday Regents prep classes.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ○ <i>January 2011 Regents Examination</i>: The number of students successfully completing the required Regents examinations for a Regents and Advanced Regents Diploma will increase by 3%. ○ <i>Scholarship Reports for Fall and Spring marking periods 1, 2, 3 and Final</i>: The number of students passing classes within each subject area and CTE sequence areas will meet or exceed 80%.

SECTION VI: ACTION PLAN

ELA

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All students in each accountability subgroup will make significant progress towards meeting State standards in English Language Arts by June 2011. The Cohort of 2007 (Class of 2011) <i>all students</i> group will meet/exceed the EAMO of 181. The subgroup, <i>students with disabilities</i>, will meet/exceed the EAMO of 174, satisfy the safe harbor target of 166, or increase the percentage of students achieving proficiency levels of 3 and 4 in ELA to 74% (an increase of 1% from 2009 – 2010). The subgroup, <i>economically disadvantaged</i>, will meet/exceed the EAMO of 175, satisfy the safe harbor target of 170, or increase the percentage of students achieving proficiency levels of 3 and 4 in ELA to 82% (an increase of 1% from 2009 – 2010).</p>
<p>Action Plan 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"> ○ Continue with the Differentiated Instruction Initiative (Year 2) by providing the services of an Educational Consultant one day each week (total 40 days) who will provide PD and support for ICTS teacher teams with the utilization of effective DI strategies. ○ Provide common planning time for ICTS Teacher Teams to meet daily in order to analyze data and plan instructional strategies to improve the performance of students with disabilities in ELA. ○ Increase AIS targeted specifically for IEP students by providing tutoring services twice a week after school. ○ Create 4 additional ICTS classes for a total of 14 classes in ELA to support IEP students and general education students at risk. ○ Create a teacher team in the spring term to analyze data as it pertains to the performance of students in the economically disadvantaged subgroup. ○ Continue to provide Regents prep after school once a week for six weeks prior to the January and June Regents examination period.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> ○ Tax Levy and C4E funding to support ELA classes with reduced class size to the extent possible. ○ Autism Spectrum Disorder (ASD) funding to support the increase of Integrated Co-Teaching Services (ICTS) classes. ○ Tax Levy and CBO funding (JCC Beacon) to support supplemental Regents Prep opportunities. ○ Autism Spectrum Disorder (ASD) funding to support services of consultant to provide professional development in year 2 differentiated instruction strategies. ○ Autism Spectrum Disorder (ASD) funding to support AIS for IEP students after school.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ○ Analysis of both Fall 2010 and Spring 2011 Periodic Assessments, which will indicate that students will increase the number of correct response by 10%. ○ Analysis of January 2011 Regents examination will indicate that number of students achieving a score of 65 or above will increase by 5%. ○ Teacher observations, both formal and informal, as well as focused walk-throughs will provide clear evidence of differentiated instruction.

SECTION VI: ACTION PLAN

MATHEMATICS

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All students in each accountability subgroup will make significant progress towards meeting State standards in Mathematics by June 2011. The total Cohort of 2007 (Class of 2011) <i>all students</i> group will meet/exceed the EAMO of 178. The subgroup, <i>students with disabilities</i>, will meet/exceed the EAMO of 171, satisfy the safe harbor target of 163, or increase the percentage of IEP students achieving proficiency levels of 3 and 4 in Mathematics to 67% (an increase of 1% from 2009 – 2010).</p>
<p>Action Plan 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"> ○ Continue with the Differentiated Instruction Initiative (Year 2) by providing the services of an Educational Consultant one day each week (total 40 days) who will provide PD and support for ICTS teacher teams with the utilization of effective DI strategies. ○ Provide common planning time for ICTS Teacher Teams to meet daily in order to analyze data and plan instructional strategies to improve the performance of students with disabilities in Mathematics. ○ Increase AIS targeted specifically for IEP students by providing tutoring services twice a week after school. ○ Create 1 additional ICTS classes in Mathematics to support IEP students and general education students at risk for a total of 11 classes. ○ Continue to provide Regents prep after school once a week for six weeks prior to the January and June Regents examination period
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> ○ Tax Levy and C4E funding to support Mathematics classes with reduced class size to the extent possible. ○ Tax Levy and Autism Spectrum Disorder (ASD) funding to support the increase of Integrated Co-Teaching Services (ICTS) classes. ○ Tax Levy and CBO funding (JCC Beacon) to support supplemental Regents Prep opportunities. ○ Autism Spectrum Disorder (ASD) funding to support services of consultant to provide professional development in year 2 differentiated instruction strategies. ○ Autism Spectrum Disorder (ASD) funding to support AIS for IEP students after school.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ○ Analysis of both Fall 2010 and Spring 2011 Periodic Assessments, which will indicate that students will increase the number of correct response by 10%. ○ Analysis of January 2011 Integrated Algebra Regents examination will indicate that number of students achieving a score of 65 or above will increase by 5%. ○ Teacher observations, both formal and informal, as well as focused walk-throughs, will provide clear evidence of differentiated instruction.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	115	135	150	115	40	6	21	20
10	130	150	85	125	35	2	23	10
11	90	90	55	115	31	8	14	15
12	115	90	60	50	20	0	6	5

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)	Description: Provide a brief description of each 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.).
ELA:	<ul style="list-style-type: none"> ✓ During the school day, double period (92 minutes) literacy classes are scheduled for at risk grade 9 students in ELA. ✓ Extended School Day classes after the regular school day are scheduled for at-risk 10th, 11th and 12th grade students for three hours once a week each term. ✓ Regents Preparation after school and on Saturday provide small group tutoring services. ✓ Tutoring services for IEP students is provided twice a week after school. ✓ English Language Learners will be serviced through the AIS lab during and after school where a specific plan will be tailored to meet their unique needs.
Mathematics:	<ul style="list-style-type: none"> ✓ After-school tutoring which includes both one-to-one tutoring and small group Regents Preparation classes. ✓ Regents Preparation Saturday program, funded through JCC Beacon Program provides small group instruction. ✓ Extended School Day classes after the regular school day are scheduled for at-risk 10th, 11th and 12th grade students for three hours once a week each cycle.
Science:	<ul style="list-style-type: none"> ✓ After-school tutoring which includes one-to-one tutoring and small group Regents Preparation classes. ✓ Regents Preparation classes, funded through JCC Beacon Program, supports tutoring on Saturday. ✓ Extended School Day classes after the regular school day are scheduled for at-risk 10th, 11th and 12th grade students for three hours once a week each cycle.
Social Studies:	<ul style="list-style-type: none"> ✓ After-school tutoring which includes both one-to-one tutoring and small group Regents Preparation classes. ✓ Regents Preparation Saturday program, funded through JCC Beacon Program provides small group instruction. ✓ Extended School Day classes after the regular school day are scheduled for at-risk 10th, 11th and 12th grade students for three hours once a week each cycle.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> ✓ After-school counseling program in collaboration with both JCC Beacon Program and New York Center for Interpersonal Development (NYCID). Relationship Abuse Prevention Program (RAPP) counselor in utilized as well. ✓ School counselors will provide guidance and crisis counseling services during the school day. ✓ Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc. before, during and after the school day. ✓ Bereavement counseling for students in need takes place weekly during the school day.

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> ✓ Specific School Psychologist caseload for identified targeted at-risk students as well as referrals from Pupil Personnel Team (PPT). ✓ The School Psychologists will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at risk students including students in the Black, Hispanic and Economically Disadvantaged subgroups. This service will identify emotional, social, and neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> ✓ Specific Social Worker caseload for identified targeted at-risk students as well as referrals from PPT and parents, through Parent Coordinator referrals. ✓ Social Workers will provide counseling services to at-risk students especially students in the targeted subgroups. ✓ Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.
At-risk Health-related Services:	<ul style="list-style-type: none"> ✓ Counselors, School Psychologist, School Social Worker, and other student support staff area trained to respond to all health related issues as per protocols and procedures outlined by Assistant Principal Pupil Personnel Services. ✓ Health-Related services are offered during the school day to all students. ✓ Students are assisted in learning how to cope with health-related issues such as obesity, diabetes, asthma, etc.

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 (2010-2011) Language Allocation Policy to this CEP.

31R455

Suggested Revised Plan 2-4-10

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

Form TIII – A (1)(a)

Grade Level(s) 9-12 Number of Students to be Served: 62 LEP

Number of Teachers 2 Other Staff (Specify) 2 Paraprofessionals

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Tottenville High Schools is committed to providing high quality and challenging education to all students addressing students’ educational, emotional and social needs. Our School population is 3901 students of whom 62 students are identified as English Language Learners (ELLs). Tottenville High School provides students with a Freestanding ESL program according to the CR Part 154 and parental choice. All students receive academic instruction as mandated by the CR Part 154 and the Language Allocation Policy. Instruction is customized to meet the students’ needs and also addresses NYC performance and NYS learning standards. As a community, we work collaboratively to provide meaningful learning experiences for students to improve, enhance and exceed in their academic and language performance. School administration, teachers, parents and the staff of community organizations participate in professional learning opportunities addressing the ELL’s specific needs. Together we are embracing high standards for the entire school community which includes our English Language Learners.

In the freestanding ESL program, beginning and literacy level students have one general ESL class and two ESL “workshop” classes that focuses on listening/speaking and reading/writing. Intermediate level students have two ESL classes per day. Advanced ESL students take one ELA literature-based course and one ESL workshop. ELL students also take content classes in health education, science, math and social studies. Advanced level ESL classes serve students who have scored at the advanced level on the NYSESLAT assessment. ELL students with disabilities are identified as Special Education on the Individual Education Plan and are programmed for ESL as per their IEP.

Instructional Program

With our Title III Funds we offer an ELL Integrated Science class prior to start of our school day as part of the school's Extended Day Program. This class offers academic vocabulary, concepts and hands on lessons to ensure academic success in all the areas of science. This class supports Living Environment and Earth Science curriculum. Instruction will be delivered by one certified ESL teacher and one certified Science teacher. Both teachers will team-teach in order to facilitate mastery of the content subject area while developing student's academic language and vocabulary by the infusion of ESL strategies in the delivery of instruction. This activity will be operational for one hour before school for a total of 15 weeks on Tuesdays and Thursdays.

ELLs that are in E.S.L. longer than three years (pre and long-term ELLs) have supplementary instruction after school that focus on listening/speaking and reading/writing. Tutoring is also offered preparing students for the Regents. . These activities will be conducted by one certified ESL teacher and two content area teacher for two 1.5-hours weekly over a period of 10 weeks. We will also offer college prep courses through our Guidance Department and Beacon Program. The frequency of that activity will be 10 sessions of 1.5 hours each.

Materials will be purchased to support all Title III program activities.

Professional Development Program – Professional Development at Tottenville High School is on going and provided by school staff, support services and outside services. ESL and subject area teachers are involved in a variety of staff development activities that insure the successful implementations of instructional strategies that enhance the education of ELLs. These activities include monthly department conferences and bulletins. Through the integration of local state and federal funds, Tottenville High School has made tremendous strides to ensure that teachers are better able to guide these students to meet the standards as shown in the core curriculum of New York State. Ongoing staff development sessions will include such topics as ESL in the content Areas, the NY State Regents Examinations, the Applied Learning Standards, QTEL, and lesson planning that includes ELL Students, and Literature-Based Instruction for English Language Development. Tottenville High School is also working closely with the Teen Biz computer program. Our ESL teachers will be attending workshops with the above mentioned as well as Teen Biz 3000 to improve instruction.

Professional Development - Professional Development will be provided to support the implementation of our Title III program. This will be provided in the content area courses through QTEL (Quality Teaching for English Learners). Staff will be provided with professional development in Mathematics, Science, Social Studies as well as technology. QTEL Curriculum Enhancement Institute, Science Institute, Closing the Achievement Gap will be offered as well. Five teacher per-diem days will be charged to Title III funds in order to facilitate the participation of the teachers in attending QTEL workshops offered by OELL.

Description of Parent and Community Participation– Tottenville High School is always looking to improve their relationship/communication with students and their families. This is why we have incorporated e-Chalk into our learning community. E-Chalk is an online learning environment. Parents are able to find everything they need to communicate and collaborate with their children's school. They are able to stay informed with calendars, school programs, sports, activities and PTA newsletters. E-Chalk has the capabilities of translating up to 34 languages. Our School Messenger (Automated Telephone Message System) also has the capabilities to transmit in over 30 languages. We also have planned a trip to Broadway for both the parents and the students. The cost for the play as well as transportation will be paid with Title III funds. We provide opportunities for all parents to become familiar with various programs offered in our School by way of PTA meetings, orientation nights, conferences, workshops and bilingual letters home. Links are maintained with parent leadership and community based

organizations. In addition, we work closely with groups that serve immigrants, with feeder schools and with institutions of higher education. Field trips to the New York City Public Library as well as TD Bank take place with our ELL population and their families.

Parental Involvement

We provide opportunities for all parents to become familiar with various programs offered in our School by way of PTA meetings, orientation nights, conferences, workshops and bilingual letters home. Links are maintained with parent leadership and community based organizations. In addition, we work closely with groups that serve immigrants, with feeder schools and with institutions of higher education. Field trips to the New York City Public Library as well as TD Bank take place with our ELL population and their families. Additionally, the ESL teacher will conduct three 2-hour workshop sessions for the parents of ELL to cover the following topics:

- Graduation Requirements
- College and Post-secondary schools
- Credit Accumulation

Form TIII – A (1)(b):

School: Tottenville High School BEDS Code: 353100011455

Form TIII – A (1)(b)

School: Tottenville High School BEDS Code: 455

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$11,190	<u>Before School</u> 2 teachers ESL/Science will be paid at teacher per-session rate for providing instruction in the Before-school program for 15 weeks of three hours each 2 teachers x 15 wks x 3 hrs x \$49.89 = \$4,490 <u>After-school ESL/Tutoring</u> 3 teachers (1 ESL, 2content area) will be paid at teacher per-session rate for providing instruction in the Before-school program for 10 weeks of three hours each 3 teachers x 10 wks x 3 hrs x \$49.89 = \$4,490

		<p><u>College Bound</u> 1 Guidance will conduct the College Bound program activity for 10 sessions of two hours each. 1 GC x 10 sessions x 2 hours x \$53.63 = \$1,073</p> <p><u>Professional Development</u> 5 teacher per-diem days will be charged to Title III funds to cover the classes of the teachers participating in the QTEL workshop. 5 subs x \$167.6 = \$838</p> <p><u>Parent Activities</u> 1 ESL teacher will be paid at teacher per-session rate for conducting three 2-hour workshop sessions for the parents. 1 teacher x 3 sessions x 2 hours x \$49.89 =</p>
<p>Purchased services</p> <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
<p>Supplies and materials</p> <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$2500	<p>Supplies and Materials to support all Title III program activities \$3,310</p>
Educational Software (Object Code 199)		
Travel	\$1310	<p>Cultural trips for the parents activities \$1060 Refreshments \$250</p>
Other		
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

As part of the school's commitment to the education of our students, we strive to develop a close partnership with parents and community members. When parents enroll their children in Tottenville High School, they are given the Home Language Survey and interviewed by a trained pedagogue. During this interview the language of choice for communication is ascertained. This provides and encourages involvement as a way to broaden our students' educational experience and strengthen parental support and participation in all areas of our school. We provide meaningful orientation and guidance for parents of newly enrolled ELLs, as to their program choices, including school rules, expectations and their rights under the law. We provide opportunities for all parents to become familiar with various programs offered in our school by way of PTA meetings, orientation nights, conferences, workshops and translated letters home. Links and collaborations are maintained with parent leadership and community based organizations. In addition, we work closely with groups that serve immigrants, with feeder schools and with institutions of higher education. Field trips to the New York City Public Library as well as TD Bank take place with our ELL population and their families.

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.

Written and oral interpretations needs are based on the needs of the families. This varies throughout the school year. Letters, bulletins, notices and correspondence are available in the target languages. In addition, through our e-Chalk website, parents are able to access school information and school notices in 34 different languages and on the School Messenger automated telephone service, again parents have the option for multiple translations.

Part B: Strategies and Activities

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

Tottenville High School uses a variety of services for written translations. These services are provided by the Translation and Interpretation Services unit of the NYCDOE, L.I.S. Translation Services (approved D.O.E. vendor) and various in-house school staff according to a needs assessment that the school conducted. Interpreters are provided as requested. Parents are also encouraged to use e-Chalk to communicate with their children's school and teachers as e-Chalk provides translations in 34 languages.

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.

Tottenville High School uses a variety of services for oral translations. These services are provided by the Translation and Interpretation Services unit of the NYCDOE, L.I.S. Translation Services (approved D.O.E. vendor) and various in-house school staff according to a needs assessment that the school conducted. Interpreters are provided as requested. Parents are also encouraged to use e-Chalk to communicate with their children's school and teachers as e-Chalk provides translations in 34 languages.

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>.

Tottenville High School will fulfill Section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services by providing the following in translated forms: signs and school notices, Department of Education Discipline Code and Student Bill of Rights, Home Language Survey, The Family Guide, Parent Orientation Video, Emergency Contact Card, Lunch Forms, on site interpretation and over the phone interpretation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

6. If the percentage of high quality teachers during 2008-2009 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.

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

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

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

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

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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

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.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
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;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: SINI Corrective Action – Year 2 for ELA **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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

Tottenville High School 2009 – 2010 State Accountability Status is SINI Corrective Action – Year 2 for ELA. The accountability measure that determined this improvement status is the NCLB subgroup: Students With Disabilities. Although this subgroup, SWD, achieved AYP in ELA for 2008 -2009 a second consecutive year was required for our school to be in good standing. Last year, the SWD subgroup did make remarkable progress with a PI of 162 (2008 – 2009 PI was 145). This would have more than satisfied the safe harbor target of 151, thus securing AYP for this measure, had it not been for the implementation of the new graduation standard of 80%. Since the SWD subgroup did not meet this standard and missed the new graduation progress target by 1%, our school was ineligible to utilize the safe harbor target and was unable to achieve AYP for this measure as a result. Historically, the students who comprise this subgroup are students who entered high school with low reading scores and are a part of the school's lowest third, as well as in many cases, the city's lowest third. A review of the Regents data reveals that these students have difficulty in mastering the sub-skill competency, development, which is a component of the essential skill of writing. These students are also in need of additional academic support in order to accelerate their learning.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

The focused intervention that has been implemented to support improved achievement for this subgroup includes:

- **An increase in the number of Integrated Co-Teaching Services (ICTS) classes.**
- **Staff development in the use of periodic assessment data to identify "skill-gaps" that will become the focus of differentiated instruction.**
- **An increase in parental outreach to support student participation in AIS opportunities.**
- **See also Section VI: Action Plan**

School Under Registration Review (SURR)

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

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

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
 - **As of October 29, 2010, there were 2 students living in temporary housing.**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 - **Supplies: STH students are provided with PE Uniforms, Regents Review Books, Calculators, and any other required school supply. STH students also receive yearbooks and cap and gowns in June of Senior year.**
 - **Transportation: Funds are provided for STH students to participate in class trips, athletic events, and/or academic contests/awards ceremony.**
 - **Support for Academic Achievement: The Student Learning Center, Room B313, is a computer room which is staffed during the school day and after school. Students utilize this center if they have no access to computers in their temporary housing or shelter.**
 - **Technology assistance is also available and provided throughout the school day in our Library and Media Center.**
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Tottenville High School					
District:	31	DBN:	31R455	School		353100011455

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.8	90.5	89.2
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	1017	913	981				
Grade 10	1044	1108	949				
Grade 11	941	922	1007				
Grade 12	862	932	876				
Ungraded	0	0	0				
Total	3864	3875	3813				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	96.4	96.3	96.5

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	8.3	14.6	18.5

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	3	30	33

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	20	20	10

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	116	118	121	Principal Suspensions	269	265	232
# in Collaborative Team Teaching (CTT) Classes	112	150	191	Superintendent Suspensions	17	8	10
Number all others	264	238	202				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	1207	1077

English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11		2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD		0	0	0

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	57	62	TBD	Number of Teachers	183	189	195
# ELLs with IEPs	3	10	TBD	Number of Administrators and Other Professionals	69	78	49

These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	18	20	54
--	--	--	--	---	----	----	----

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	13	15	119	% fully licensed & permanently assigned to this school	98.4	98.5	99.0
				% more than 2 years teaching in this school	85.8	85.7	81.0
				% more than 5 years teaching anywhere	68.9	70.4	81.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	87.0	91.3
American Indian or Alaska Native	0.2	0.2	0.2	% core classes taught by "highly qualified" teachers	94.3	90.9	92.8
Black or African American	1.9	1.8	1.9				
Hispanic or Latino	9.4	9.8	10.0				
Asian or Native Hawaiian/Other Pacific	6.4	6.1	5.4				
White	81.9	81.7	82.3				
Male	50.1	50.6	49.8				
Female	49.9	49.4	50.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	
Ethnicity							

American Indian or Alaska Native						-
Black or African American				-	-	-
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				v	v	
Multiracial				-	-	
Students with Disabilities				vsh	vsh	
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
Student groups making				6	6	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:				NR
Overall Score:	68.4	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	6.5	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	16.6	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	34.8					
<i>(Comprises 60% of the</i>						
Additional Credit:	10.5					

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN405	District 31	School Number 455	School Name Tottenville H.S.
Principal John Tuminaro		Assistant Principal Catherine Burgos	
Coach N/A		Coach N/A	
Teacher/Subject Area Marie Granite/ESL		Guidance Counselor Alla Goldshteyn	
Teacher/Subject Area Irene Giacalone/ESL		Parent Dellann Pignatelli	
Teacher/Subject Area Michele Young/Social Studies		Parent Coordinator Connie Assennato	
Related Service Provider Teresa de Boer		Other type here	
Network Leader Karen Ditolla		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	3856	Total Number of ELLs	67	ELLs as Share of Total Student Population (%)	1.74%
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Part II: ELL Identification Process

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

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

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

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

1. When a student enters Tottenville High School from another country, the student and parent/guardian are greeted by the Parent Coordinator and the ESL Coordinator/Teacher. An informal oral interview is conducted by a trained pedagogue; the HLIS form is given. The student and parent are then interviewed informally by a trained pedagogue. An interpreter is then provided (if needed).
2. After the Home Language Survey is given and the pedagogue has interviewed both the parents/guardian and student, the Parent Orientation is then conducted. The Lap and CR Part 154 is explained. The Parent Orientation video is shown in the target language and parents/guardians and students are given time to discuss their options. Questions are answered by the trained pedagogue. Parents will then make their choices, complete the Parent Survey and Program Selection Form. This process takes place upon enrollment of the student to Tottenville High School.
3. Entitlement letters are given to the student and/or mailed to their homes. This process is explained to the parent/guardian upon their interview. The importance of the Program Selection Form is stressed at the orientation and in most cases the parents complete the forms and submit them at the orientation session.
4. Copies of the Parent Selection Forms are kept by the ELL Coordinator. If Tottenville High School has enough students to open a Transitional Bilingual Education or a Dual Language Program, one will be put in place. Parent outreach is conducted via phone calls, letters, PTA meetings. Parents are also able to communicate with teachers via e-Chalk which is translated into multiple languages (34).
5. In our continuous effort in conducting parent outreach and in reviewing Parent Selection Forms we find ESL to be the program model of choice. We currently have 67 students; 54 of those parents have chosen ESL as the program model (5 parents have requested the Transitional Bilingual model (4 Russian, 2 Spanish 1 Korean) 2 parents have chosen Dual Language (1 Spanish, 1 Russian). We are keeping documentation. Once 20 choices are made in the same language and grade level for either TBE or Dual Language, the parents will be called in for a meeting/workshop and be told of the new class.
6. As shown above, Tottenville High School program model of ESL is aligned with the parent requests. Although consistently parents choose ESL, native language is supported through dictionaries/glossaries, and native language literature and periodicals.

Part III: ELL Demographics

A. ELL Programs

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

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

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

Self-Contained															0
Push-In															0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	67	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	15
SIFE	6	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	15

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL		3	1		1	3		2	11	0
Total	0	3	1	0	1	3	0	2	11	0

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										13	7	5	4	29
Chinese										1	0	1	2	4
Russian										2	6	2	2	12
Bengali														0
Urdu										0	0	1	0	1
Arabic										3	0	2	3	8
Haitian														0
French											1			1
Korean											1	1		2
Punjabi														0
Polish											1			1
Albanian										1		1		2

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other										2	1	3	1	7
TOTAL	0	22	17	16	12	67								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. Instruction is delivered in English (target language). Teachers of ESL students use a standard-based, cross-cultural format.
 - a. Instructional: Tottenville High School contains a freestanding ESL program. There are three levels:
 - Beginner – (includes literacy level) has one general E.S.L. class and two E.S.L. “workshop” classes that focus on listening/speaking and reading/writing.
 - Intermediate – students take two classes per day focusing on listening/speaking and reading/writing.
 - Advanced – E.S.L. students take one E.L.A. general education literature based course and one E.S.L. workshop.
 - b. ESL classes are homogeneous (proficiency level is the same in each class). The levels are determined by the NYSESLAT or the LAB-R assessments.
2. As per CR Part 154, Tottenville High School, delivers a freestanding ESL program model. In the freestanding ESL program, beginning and literacy level students have one general ESL class and two ESL “workshop” classes that focus on listening/speaking and reading/writing. Intermediate level students have two ESL classes per day. Advanced ESL students take one ELA literature-based course and one ESL workshop. ELL Students also take content classes in health education, science, math and social studies. Advanced level ESL classes serve students who have scored at the advanced level on the NYSESLAT assessment. ELL students with disabilities are identified as Special Education on the Individual Education Plan and are programmed for ESL as per their IEP.
 - a. (See above)
3. Content area classes are taught in English and adaptations are made according to the needs of the students. Teachers are informed in writing, as to which students are ELLs, their levels (based on the NYSESLAT and/or LAB-R) and how long they have been in the country. They are also advised that they are entitled to extended time on exams, are able to and encouraged to use glossaries and/or translators. If possible, students are partnered with other students that speak their native language which we have called our Student Ambassador Program.

4. Tottenville differentiates instruction plans based on each subgroup
- a. SIFE – To date, Tottenville High School has three Students with Interrupted Formal Education (SIFE). Tutoring is available during and after school. Easy language books, magazines, bilingual dictionaries and thesauruses are available. The diagnostic computer program called TeenBiz 3000 is used. It provides our SIFE students with literacy selections and tasks at different reading levels. Periodic assessments are made to monitor progress. ELL's are provided with additional assistance in literacy, mathematics, science and other content area programs by participating in remedial courses. These courses provide homework assistance, schema building, enrichment, understanding concepts and test preparation. Classes and tutoring are available both on Saturdays and after school.
- b. Newcomers – Our ELLs that are in the United States 3 years or less are partnered with a Student Ambassador (referred to earlier). This student (if possible) is from the same country or speaks the same language. All students receive academic instruction as mandated by the CR Part 154 and the Language Allocation Policy. Instruction is customized to meet the students' needs and NYC performance and NYS learning standards. As a community, we work collaboratively to provide meaningful learning experiences for students to improve, enhance and exceed in their academic and language performance. Administration, teachers, parents and staff of community organizations participate in professional learning opportunities addressing the ELL's specific needs. Together we are embracing high standards for the entire school community.
- c. ELLs receiving services 4-6 years) – All students receive academic instruction as mandated by the CR Part 154 and the Language Allocation Policy. Instruction is customized to meet the students' needs and NYC performance and NYS learning standards. Administration, teachers, parents and staff of community organizations participate in professional learning opportunities addressing the ELL's specific needs. ELL's are provided with additional assistance in literacy, mathematics, science and other content area programs by participating in remedial courses. These courses provide homework assistance, schema building, enrichment, understanding concepts and test preparation. Classes and tutoring are available both on Saturdays and after school funded through both our Extended Day Program and our after-school JCC Beacon Program. Teachers use a variety of methods, including scaffolding, graphic organizers, dialogues, journals, portfolio assessments, schema building, visuals, reflective charts, and contextualization, to insure optimum learning.
- d. Long Term ELLs (completed 6 years): All students receive academic instruction as mandated by the CR Part 154 and the Language Allocation Policy. Instruction is customized to meet the students' needs and NYC performance and NYS learning standards. ELL's are provided with additional assistance in literacy, mathematics, science and other content area programs by participating in remedial courses. These courses provide homework assistance, schema building, enrichment, understanding concepts and test preparation. Classes and tutoring are available both on Saturdays and after school. Teachers use a variety of methods, including scaffolding, graphic organizers, dialogues, journals, portfolio assessments, schema building, visuals, reflective charts, and contextualization, to insure optimum learning.
- e. ELLs identified as having Special Needs: ELL students with disabilities are identified as Special Education on the Individual Education Plan and are programmed for ESL as per their IEP. Instruction is customized to meet the students' needs and NYC performance and NYS learning standards. ELL's are provided with additional assistance in literacy, mathematics, science and other content area programs by participating in remedial courses. ere

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

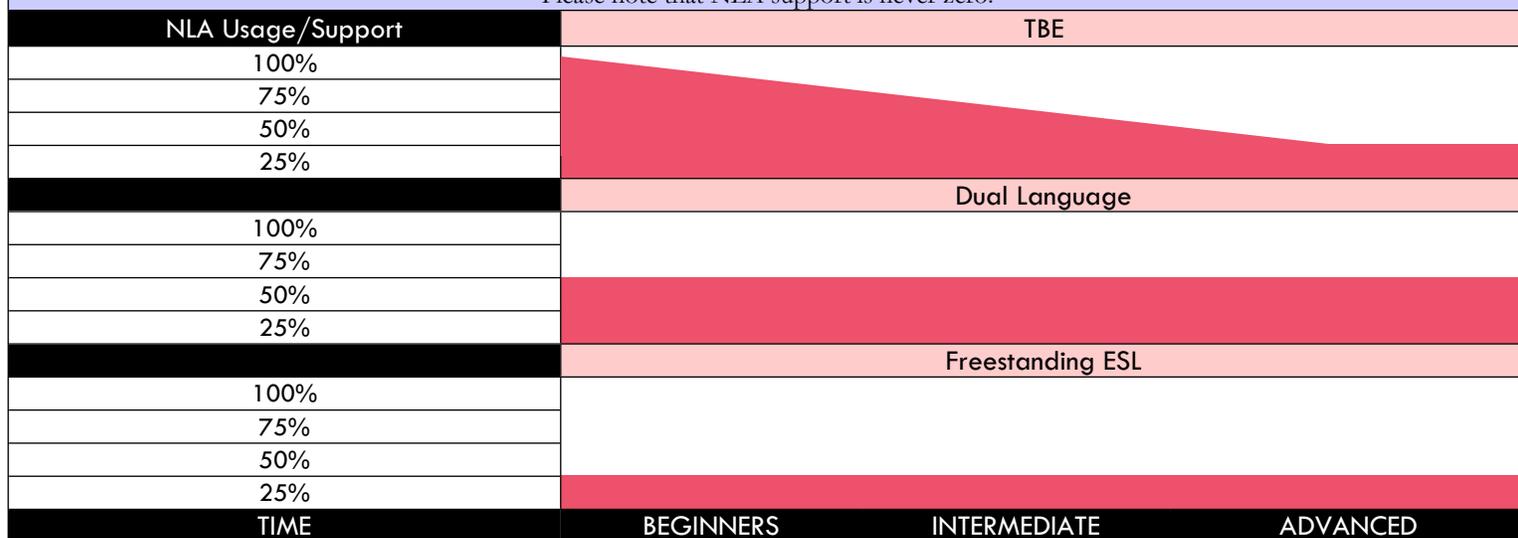
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

5. (see above)

6. Tottenville High School students that become Proficient in the NYSESLAT are closely monitored by the ESL Coordinator and ESL Guidance Counselor. Services are provided during the Regents, such as testing in a separate location, use of a word to word glossary,

Native Language exams (if offered by NYS Education Department) and extended time. Partnerships are continued and encouraged by our staff with the parents. Students are able to become Student Ambassadors and assist newcomers. This is an excellent way for the students to learn the value of community service and use their native language.

7. Tottenville High School is constantly looking to improve their relationship/communication with students and their families. This is why we have incorporated e-Chalk into our learning community. E-Chalk is an online learning environment. Parents are able to find everything they need to communicate and collaborate with their children's school. They are able to stay informed with calendars, school programs, sports, activities and PTA newsletters. E-Chalk has the capabilities of translating up to 34 languages.

8. N/A

9. All our ELL's are afforded equal access to all school programs. Tottenville High School provides a great number of extracurricular activities such as sports, and various clubs, such as The International Club, The Chinese Culture Club, The Student Ambassador Club, The Italian Club, and The Sign Language Club. There are over two hundred different clubs and sports teams, all of which welcome the participation of all students.

10. Instructional and technology materials are used to support ELLs. Last year 9 laptops were purchased for the use of ELL's in the classroom. We are planning to order 9 more along with a portable computer cart and headphones. Computer programs such as Achieve 3000 are used in all ESL level classes.

11. Although consistently parents choose ESL, native language is supported through dictionaries/glossaries, and native language literature and periodicals. Students are encouraged to use their native language as a means of communication. Students are partnered with a student that speaks their native language or are programmed in a content area class with a bilingual teacher.

12. (See Above)

13. Tottenville High School holds a student orientation prior to the beginning of the school year. Newly enrolled ELL's are greeted by the ELL Coordinator and Student Ambassadors. Students are given a private tour of the school and offices. They are introduced to staff and walked through all the necessary start-up procedures, such as taking the photo for their identification cards, purchase of the gym uniforms, lockers, etc. Students are then provided with bilingual dictionaries and glossaries. Question and answer session is held. Students are escorted by the Student Ambassadors to their classes for their first day of school. A letter of introduction is given to each teacher.

14. Tottenville High School offers Spanish, Italian and Latin as language electives.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Professional Development at Tottenville High School is on going throughout the school year and provided by school staff, support services and outside services. ESL and subject area teachers are involved in a variety of staff development activities that insure the successful implementations of instructional strategies that enhance the education of ELLs. These activities include monthly department conferences and bulletins. Through the integration of local state and federal funds, Tottenville High School has made tremendous strides to ensure that teachers are better able to guide these students to meet the standards as shown in the core curriculum of New York State. Ongoing staff development sessions will include such topics as ESL in the content Areas, the NY State Regents Examinations, the Applied Learning Standards, QTEL, and lesson planning that includes ELL Students, Literature-Based Instruction for English Language Development, and Differentiated Instruction. Tottenville High School is also working closely with the Teen Biz computer program. Our ESL teachers will be attending workshops with the above mentioned as well as Teen Biz 3000 to improve instruction.

2. N/A
3. Training takes place both at general staff conferences as well as at monthly Department Conferences. In addition, this minimum staff training has also gradually become a component of our teacher team inquiry work.

E. Parental Involvement

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

1. & 2. As part of our commitment to the complete education of our students, we strive to develop a close partnership with parents and community members. We encourage this involvement as a way to broaden our students' educational experience and strengthen parental support and participation in all areas of our school. We provide meaningful orientation and guidance for parents of newly enrolled ELLs, as to their program choices including, school rules, expectations and their rights under the law. We provide opportunities for all parents to become familiar with various programs offered in our school by way of PTA meetings, orientation nights, conferences, workshops and bilingual letters home. Links are maintained with parent leadership and community based organizations. In addition, we work closely with groups that serve immigrants, with feeder schools and with institutions of higher education. Field trips to the New York City Public Library as well as TD Bank take place with our ELL population and their families. The JCC offers Adult Education ESL classes at night.

3. The needs of our parents are evaluated at the parent workshops and orientations. A warm friendly atmosphere is evident our Parent Center. Parents are encouraged to come to school, meet with the Parent Coordinator, ELL Coordinator and Guidance Counselor with not only educational needs but community needs as well.

4. The needs of our ELLs' parents vary. An open, friendly relationship is maintained throughout the year. Parents are encouraged to communicate any needs they have with their child's Guidance Counselor, Parent Coordinator and ELL Coordinator.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

	A										5	5	3	7
	P										1			

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

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

NYS Science										
	Level 1		Level 2		Level 3		Level 4		Total	
	English	NL	English	NL	English	NL	English	NL		
4										0
8										0
NYSAA Bilingual Spe Ed										0

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	14		8	
Math <u>Algebra</u>	21		11	
Math <u>Alg & Trig</u>	9		7	
Biology				
Chemistry	6		5	
Earth Science	18	4	3	1
Living Environment	24	7	4	0
Physics				
Global History and Geography	24	5		4
US History and Government	18	3	13	3
Foreign Language				
Other <u>Geometry</u>	14		7	
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. – 3. A review of pertinent data indicates that there is not a strong pattern across proficiency levels on the LAB-R and the NYSESLAT. Many ELL's at the high school level are newcomers to the United States and the New York City schools system. Proficiency levels have more of a relationship with the number of years a student has been in the New York City Department of Education English as a Second Language Program.

4. N/A

5. Tottenville High School has a very successful program. The students are encouraged and welcomed to participate in all educational and extracurricular events and efforts are always made to make all school programs and activities inclusive. A warm welcoming atmosphere is provided. Our ELL's are closely monitored by our ELL Guidance Counselor and ELL Coordinator. Safeguarding and academic interventions are in place for students that are in need of assistance in content area subjects. Parent outreach is conducted. Parents are involved in a variety of activities, including PTA meetings and workshops.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		

	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		