



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2011-2012  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

SCHOOL NAME : **STATEN ISLAND TECHNICAL HIGH SCHOOL**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **31R605**

PRINCIPAL: **Vincent A. Maniscalco**

EMAIL: **ymanisc@schools.nyc.gov**

SUPERINTENDENT: **Aimee Horowitz**

**SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
<b>Vincent Maniscalco</b>	*Principal or Designee	Signature on File
<b>Eric Olsen</b>	*UFT Chapter Leader or Designee	Signature on File
<b>Dawn Macchia</b>	*PA/PTA President or Designated Co-President	Signature on File
<b>None</b>	DC 37 Representative, if applicable	
<b>Scottie Lopez</b>	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	Signature on File
<b>Joseph Viola</b>	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	Signature on File
<b>Nada Faddl</b>	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	Signature on File
<b>None</b>	CBO Representative, if applicable	
<b>Noelle Sanguinedo</b>	SITHS Assistant Principal	Signature on File
<b>Kristen Fusaro</b>	Teacher	Signature on File
<b>Nataliya Ushakova</b>	Teacher	Signature on File
<b>Alexis Kirschbaum</b>	Teacher	Signature on File
<b>Victoria Colella</b>	Parent – PTA	Signature on File
<b>Sue Dietrich</b>	Parent – PTA	Signature on File
<b>Richard Grado</b>	Parent – PTA	Signature on File
<b>Pam Kelter</b>	Parent – PTA	Signature on File
<b>Cindy Mastrota</b>	Parent – PTA	Signature on File

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## **ANNUAL GOAL #1 AND ACTION PLAN - TEMPLATE**

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

### **Annual Goal #1**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

<b>Subject/Area : Core Subject Areas (ELA; Mathematics; Social Studies; and Science) &amp; Culminating Regents Examinations</b>	
<b>Annual Goal #1</b>	During either the Fall 2011 / Spring 2012 semester, it is expected that <b>50%</b> (4 out of 8) of the following “Performance Sub-Targets” (shown below), where students get 85 or higher on the respective Regents examination, will be achieved: (a) Comprehensive English, Global History, Geography and US History and Government, and Russian Regents ► 85% or higher; (b) Algebra ► 74% or higher; and (c) One Science from the following: Living Environment; Chemistry; Physics ► 70% or higher].
<b>Comprehensive Needs Assessment</b>	<ul style="list-style-type: none"> <li>• Comparison of school-wide Advanced Placements scores since 2005.</li> <li>• SLT &amp; Department Team analysis of Staten Island High School State Regents Scores.</li> <li>• Analysis of <u>Classroom level subgroup</u> data gathered by the use of <b>tools</b> such as clickers, item / question analysis, oral review, etc.</li> <li>• Analysis of the diverse learning needs of all students, including young women and men with disabilities and ELLs.</li> <li>• Graduation Cohort Statistics</li> </ul>
<b>Instructional Strategies / Activities</b> Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response: <ol style="list-style-type: none"> <li>1. strategies/activities that encompass the needs of identified student subgroups,</li> <li>2. Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities</li> </ol>	<ul style="list-style-type: none"> <li>• Aligning CCSS with subject course <b>curriculum</b> / <b>curriculum map</b> which contained <u>rich performance tasks</u> that support rigorous habits-of-mind and higher order thinking skills – “<b>Moving Students Beyond Grade-Level.</b>”</li> <li>• Using <b>tools</b> (clickers, item / question analysis, oral review, Datacation, Daedalus, etc.) to <u>identify trends</u> and make <u>classroom level decisions</u> with regard to student and <u>key subgroup</u> performance, ex., In-the-Moment Assessment Techniques, ... .</li> <li>• Building coherence between the <u>process</u> and <u>format</u> for sharing performance data (academic, attendance, behavioral) with students and families in terms “Next Learning Steps” for students. ( e.g., Datacation &amp; Daedalus, Teacher-Parent-Student Conferences, ...)</li> <li>• Utilizing primary source documents and other student assessment information to influence school-wide decision-making among all constituency group members with regard to instructional practices / curriculum implementation, and fair and credible assessment.</li> <li>• Aligning curriculum, assessment, and instruction (i.e., Assess what is being taught and teach what is being assessed.).</li> <li>• Teachers will work together to align curriculum and assessment utilizing information provided by Departmental Course Periodic Assessments.</li> <li>• Providing structured professional collaborations (PD) on teams using an inquiry approach.</li> <li>• Enforcing an academic honesty policy by which students will be held to a school-wide code of behavior that clearly delineates the penalties for academic dishonesty and plagiarism.</li> <li>• Engaging teachers in an ongoing inter-visitation program with their colleagues.</li> <li>• Aligning teacher grading policies with individual course performance standards.</li> <li>• Encouraging ALL teachers to maintain a real time online roll book.</li> <li>• Establishing and enforcing a school-wide testing Schedule that focuses on the needs of all students.</li> <li>• Instructing teachers to prepare and distribute in September and February subject class grading policies that are to be aligned with their roll book and department guidelines. Suggest that the criteria in the policy should be at least 90% objective. Explore the advantages and disadvantages of having 5%-20% of student’s final grade determined by his or her Regents Exam score in Science.</li> <li>• Implementing departmental practices that support a physically and emotionally secure school environment. .</li> <li>• Putting into action and publicizing practices that encourage students to do their best and develop rigorous and meaningful academic goals. Further involve students, parents, and educators in a partnership to promote student learning.</li> <li>• Using Datacation and Naviance as a means of keeping an open line of communication between students, parents and teachers.</li> </ul>

**ANNUAL GOAL #1 AND ACTION PLAN**

**CONTINUED**

	<b>Responsible Staff Members:</b>	Principal; Assistant Principals; Teachers; Parents; and Students
	<b>Academic Assessments:</b>	SLT + Advanced Placement Department Selection Criteria + Department Inquiry Teams + Classroom Level Summative & Formative Assessments + Observation Rubric Assessments based on Quality Review & Danielson Suggested Criteria + PD
	<b>Implementation Timelines:</b>	September - June
<b>Strategies to Increase Parental / Guardian Involvement</b>	<ul style="list-style-type: none"> <li>• Tech continues to provide parents /guardians with training and access to: ARIS; Datacation (Online Grade Keeping); Daedalus; Naviance; and SITHS Website. This action allows for greater transparency with accountability, as well as opportunity for a stronger partnership with trust. By fostering this web-based communication, parent / guardian can compare his/her student’s performance level to the benchmarks established in this goal.</li> <li>• On-line posting of Advanced Placement Criteria and Subject Class Grading Policies.</li> <li>• Extensive Academic Intervention Services (AIS) Outreach. Student failing two or more classes have a guidance conference with principal and parent/guardian.</li> <li>• Parent Coordinator conducts workshops for parents/guardians and collaborates frequently with this cohort on a variety of school matters.</li> <li>• Parent/guardian needs are expressed in several forums including School Leadership Team, the Parent Teacher Association, and the Parent Initiative Committee that was started in 2009, as a direct result of the request to meet parent needs more directly. Steps are being taken to make these meetings more available through the usage of a conference call poly-com system.</li> <li>• Translation services through The Office of Translation and Interpretation are available upon request, thus creating a more welcoming school.</li> </ul>	
<b>Strategies for Attracting Highly Qualified Teachers (HQT)</b>	<ul style="list-style-type: none"> <li>• Adhering to DOE Staffing Regulations; Capitalizing on Open Market Process; Networking with Colleagues and Colleges; Utilizing services provided by CFN.</li> <li>• Providing extensive onsite professional development as well as, encouraging faculty to participate in offsite PD workshops, seminars, college programs.</li> </ul>	
<b>Service &amp; Program Coordination</b>	<ul style="list-style-type: none"> <li>• Datacation &amp; CAASS Data/Information will be used to create an electronic footprint for monitoring student academic progress and attendance. This data/information will be provided to parents/guardians on real time using web based programs</li> <li>• PPS prevention and intervention services, in line with federal, state, and local youth development guidelines, will be tailored to student needs.</li> <li>• SITHS Counselors will serve on key local and school-based committees, as evidenced by their involvement with the BRT, Scholarship Committee, Special Education &amp; ESL Committees, Temporary Housing placements, Suspension follow-ups, etc.</li> </ul>	
<b>Budget &amp; Resources Alignment</b>	On-Line Curriculum Map Program = \$5500 Tax Levy (Approximate Cost); DataCation + Daedalus + Naviance = \$15,000 NYSTEL Software & VETA & PTA; Equipment (Computers /Assessment Clickers/...) = \$ 12,000 Tax Levy + \$12,000 NYSTEL + \$9,000 VETA; Teacher Per Session (PD/Tutoring/Prep/....) = \$8,000 Tax Levy	

**ANNUAL GOAL #2 AND ACTION PLAN**

<b>Subject/Area (where relevant):</b>	<b>All Instructional Classes</b>
<b>Annual Goal #2</b>	<p>During the 2011-12 observation process period, <b>85%</b> of the <b>38</b> core subject area teachers during a formal pedagogical evaluation will have “Met” Sub-group Proficiency / Effectiveness in Categories a-e below by:</p> <ul style="list-style-type: none"> <li>a. Providing a variety of interactive student-to-student instructional opportunities which will ensure that all students take a more active part in critical, reflective, and creative thinking.</li> <li>b. Facilitating a higher level of understanding through the application of questioning techniques which afforded students ample opportunity to build on one another’s thoughts.</li> <li>c. Maximizing student engagement by implementing a “Think-Pair-Share” experience.</li> <li>d. Differentiating instruction by embedding a relevant Cluster Activity.</li> <li>e. Achieving the AIM which should be clearly posted throughout the lesson on the whiteboard and/or SmartBoard.</li> </ul> <p align="center"><b>OR</b></p> <p>“Met” Sub-group Proficiency / Effectiveness in at least 3 of the 5 above Categories a-e during any “short” classroom visit by a school administrator/supervisor.</p>
<b>Comprehensive Needs Assessment</b>	<ul style="list-style-type: none"> <li>• Quality and Peer Review Feedback / Recommendations.</li> <li>• Citywide Progress Report &amp; Learning Environment Survey</li> <li>• SITHS Observation &amp; Data Assessment Reports</li> <li>• Researched Based Data &amp; Information</li> <li>• Teacher, Student, &amp; Parent/Guardian Feedback</li> <li>• Teacher usage of Supervisory Feedback</li> </ul>
<p><b>Instructional Strategies / Activities</b> Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:</p> <ol style="list-style-type: none"> <li>1. strategies/activities that encompass the needs of identified student subgroups,</li> <li>2. Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities</li> </ol>	<ul style="list-style-type: none"> <li>• Continue to align current curriculum/curriculum maps and instructional practices to the <u>Common Core State Standards</u></li> <li>• <b><u>MEETING CITYWIDE EXPECTATION:</u></b> It is expected that all students will be engaged in at least one <u>literacy task</u> and one <u>math task</u> aligned to strategically selected Common Core Standards. <ul style="list-style-type: none"> <li>“In literacy, students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.”</li> <li>“In math, students will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.”</li> </ul> </li> <li>• As indicated in Tech’s Mission Statement, continue to infuse within the school’s overall program, learning experiences that promote the development of exemplary character, scholarship, service, leadership, and citizenship in all students.</li> <li>• Implement and adhere to the school’s Pledge for Educational Excellence thus allowing for the teaching of high-level content, subject-related materials with optimum student engagement on a daily basis.</li> </ul>

**ANNUAL GOAL #2 AND ACTION PLAN**  
**CONTINUED**

<b>Instructional Strategies / Activities</b>	<ul style="list-style-type: none"> <li>• Have teachers ensure all students take a more active part in learning by incorporating into daily lessons all three of the following instructional strategies: a) Facilitating creative student thinking through application of questioning techniques which afforded students ample opportunity to build on one another's thoughts; b) Intermittently having students "Pair-Share" or Obtain Information from Someone Other than the Teacher; c) Assigning a Pre-Planned Cluster / Small Group Activity</li> <li>• Use technology to further integrate and expand deeper levels of critical and creative thinking / literacy in all aspects of the instructional program. + Continue to use data to drive standards-based classroom instruction and support the learning process through community resources. + Meet with individual students and parents to discuss academic issues including placement in appropriate classes. These conferences and discussions should include a review of the student's academic progress, relationship with individual teachers, the teachers' testing and grading policies and problems in programming. + Explore the use of periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions.</li> </ul>	
	<b>Responsible Staff Members:</b>	Assistant Principals; Teachers
	<b>Academic Assessments:</b>	1:1 Ongoing Teacher Pre-&Post-Observations; PD; Surveys
	<b>Implementation Timelines:</b>	September - June
<b>Strategies to Increase Parental / Guardian Involvement</b>	<ul style="list-style-type: none"> <li>• Tech continues to provide parents /guardians with training and access to: ARIS; Datacation (Online Grade Keeping); Daedalus; Naviance; and SITHS Website. This transparency comes with responsibility and ample opportunity for parents / guardians to partner with the school and voice their insights on how their students learn best.</li> <li>• Parent Coordinator conducts building tours which permit parents / guardians to visit classrooms to learn more about Tech's methodologies for delivering instruction.</li> <li>• Translation services through The Office of Translation and Interpretation are available upon request, thus creating a more welcoming school.</li> </ul>	
<b>Strategies for Attracting Highly Qualified Teachers (HQT)</b>	<ul style="list-style-type: none"> <li>• Adhering to DOE Staffing Regulations; Capitalizing on Open Market Process; Networking with Colleagues and Colleges; Utilizing services provided by CFN.</li> <li>• Providing extensive onsite professional development as well as, encouraging faculty to participate in offsite PD workshops, seminars, college programs.</li> </ul>	
<b>Service &amp; Program Coordination</b>	In line with NCLB guidelines, Quality Review rubrics will be used to establish benchmarks for teacher effectiveness.	
<b>Budget &amp; Resources Alignment</b>	On-Line Curriculum Map Program = \$5500 Tax Levy (Approximate Cost); DataCation + Daedalus + Naviance = \$15,000 NYSTEL Software & VETA & PTA; Teacher Per Session (PD/Curriculum Writing ....) = \$2,000 Tax Levy	

**ANNUAL GOAL #3 AND ACTION PLAN**

<b>Subject/Area (where relevant):</b>	<b>All Subject Classes</b>							
<b>Annual Goal #3</b>	During the 2011/2012 school year, <b>40%</b> of the <b>38</b> core subject area teachers involved in the school-wide observation process will <u>analyze</u> and <u>document</u> their student performance by class, gender, grade, or ethnic group and utilize the data and its suggestive trends to inform classroom instruction.							
<b>Comprehensive Needs Assessment</b>	<ul style="list-style-type: none"> <li>• Quality &amp; Peer Review Feedback / Recommendations</li> <li>• Comparison of school-wide Advanced Placements scores since 2005.</li> <li>• SLT and Department Team analysis of Staten Island High School State Regents Scores.</li> <li>• Citywide Progress Report &amp; Learning Environment Survey</li> <li>• Analysis of current available school-wide and subgroup information / data, as evidence in Datacation.</li> <li>• Teacher feedback during observation process.</li> </ul>							
<p><b>Instructional Strategies / Activities</b></p> <p>Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:</p> <ol style="list-style-type: none"> <li>1. strategies/activities that encompass the needs of identified student subgroups,</li> <li>2. Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities</li> </ol>	<ul style="list-style-type: none"> <li>• Continue to align current curriculum and instructional practices to the Common Core State Standards</li> <li>• Continue to strengthen student work by examining and refining curriculum, assessment, and classroom instruction on a routine basis.</li> <li>• Further strengthen teacher practice by examining and refining the feedback teachers receive by utilizing a “common lens” (i.e., Pledge for Educational Excellence and in-house observation template/Danielson rubrics).</li> <li>• Analyze <u>comprehensive range of summative and other supplemental</u> data to <b>create</b> a clear <u>portrait of student strengths</u> and areas of need.</li> <li>• Analyze <u>classroom level subgroup</u> data which allowed for the adjustment of instructional practices and the <b>tracking</b> of student progress.</li> <li>• Analyze <u>intentional data</u> to provide meaningful and <u>actionable feedback</u> regarding the effectiveness of student class level goal setting, study habits, social-emotional maturity, participation, cluster engagement and/or decision-making.</li> <li>• Utilize the data and its suggestive trends to inform classroom instruction.</li> <li>• Modify instructional practices based on data analysis.</li> <li>• Evaluate intervention strategies on individual class level.</li> <li>• Continue to analyze standardized test scores (PSAT, SAT, Regents, SAT II, ACT, ) as well as teacher developed tests.</li> <li>• Implement a consistent approach by which departments can analyze student performance on the basis of ethnicity and gender. The school’s objective is to explore various patterns in students’ performance that can be addressed collectively.</li> <li>• Continue with a cross-department initiative to focus more attention on students who are failing courses (PPS Team). Examine level of student engagement with their work and counsel them accordingly.</li> </ul> <table border="1" data-bbox="472 1279 2049 1414"> <tr> <td data-bbox="472 1279 856 1325"><b>Responsible Staff Members:</b></td> <td data-bbox="856 1279 2049 1325">Principal; Assistant Principals; Teachers; Parents; and Students</td> </tr> <tr> <td data-bbox="472 1325 856 1370"><b>Academic Assessments:</b></td> <td data-bbox="856 1325 2049 1370">Purchase of I-Pads and Datacation Electronic Grade Book; SLT; PD; Department Inquiry Teams</td> </tr> <tr> <td data-bbox="472 1370 856 1414"><b>Implementation Timelines:</b></td> <td data-bbox="856 1370 2049 1414">September - June</td> </tr> </table>		<b>Responsible Staff Members:</b>	Principal; Assistant Principals; Teachers; Parents; and Students	<b>Academic Assessments:</b>	Purchase of I-Pads and Datacation Electronic Grade Book; SLT; PD; Department Inquiry Teams	<b>Implementation Timelines:</b>	September - June
<b>Responsible Staff Members:</b>	Principal; Assistant Principals; Teachers; Parents; and Students							
<b>Academic Assessments:</b>	Purchase of I-Pads and Datacation Electronic Grade Book; SLT; PD; Department Inquiry Teams							
<b>Implementation Timelines:</b>	September - June							

**ANNUAL GOAL #3 AND ACTION PLAN**  
**CONTINUED**

<p><b>Strategies to Increase Parental / Guardian Involvement</b></p>	<ul style="list-style-type: none"> <li>• Tech continues to provide parents /guardians with training and access to: ARIS; Datacation (Online Grade Keeping); Daedalus; Naviance; and SITHS Website. This transparency comes with responsibility and ample opportunity for parents / guardians to voice their insights with regard to statistical analysis of student learning patterns and trends.</li> <li>• Parent Coordinator conducts building tours which permit parents / guardians to visit classrooms to gain insight as to how teachers are adjusting and aligning instruction based on assessments.</li> <li>• Translation services through The Office of Translation and Interpretation are available upon request, thus creating a more welcoming school.</li> </ul>
<p><b>Strategies for Attracting Highly Qualified Teachers (HQT)</b></p>	<ul style="list-style-type: none"> <li>• Adhering to DOE Staffing Regulations; Capitalizing on Open Market Process; Networking with Colleagues and Colleges; Utilizing services provided by CFN.</li> <li>• Providing extensive onsite professional development as well as, encouraging faculty to participate in offsite PD workshops, seminars, college programs.</li> </ul>
<p><b>Service &amp; Program Coordination</b></p>	<p>Using benchmarks defined in SITHS’s Quality and Peer Review, Progress Report, Learning Environment Surveys, and an array of other summative and formative data, SITHS administrators and faculty will work collaboratively to create and implement data driven lessons in line with Common Core State Standards.</p>
<p><b>Budget &amp; Resources Alignment</b></p>	<p>Datacation = \$3,500 Tax Levy &amp; PTA; Teacher Per Session (PD/...) = \$6,000 ARRA RTTT</p>

**ANNUAL GOAL #4 AND ACTION PLAN**

<b>Subject/Area (where relevant):</b>	<b>All Subject Classes</b>	
<b>Annual Goal #4</b>	During the 2011/2012 school year, have <b>10%</b> of the <b>50</b> SITHS teachers plus <b>4</b> supervisors visit similar schools and/or in-house classrooms to learn different ways of organizing learning as well as provide opportunity for sharing and monitoring “Effective Teaching Practices.”	
<b>Comprehensive Needs Assessment</b>	<ul style="list-style-type: none"> <li>• Quality &amp; Peer Review Feedback / Recommendations</li> <li>• CFN 2 Principal Cohort visits to top schools.</li> <li>• Teacher feedback from Comprehensive Rubric Observation Process which embraces teacher classroom inter-visitations</li> <li>• Teacher feedback and use of Supervisory and/or Collegial feedback</li> </ul>	
<p><b>Instructional Strategies / Activities</b></p> <p>Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:</p> <ol style="list-style-type: none"> <li>1. strategies/activities that encompass the needs of identified student subgroups,</li> <li>2. Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities</li> </ol>	<ul style="list-style-type: none"> <li>• Establish teacher ownership of the school’s Vision and Mission Statement.</li> <li>• Arrange for SITHS supervisors and faculty to visit similar schools and participate in inter-visitations within the school</li> <li>• Encourage assistant principals and faculty to participate in relative college courses and DOE sponsored workshops.</li> <li>• Continue with the implementation of a teacher observation process which includes a walk-through, and a pre- and post-observation conference.</li> <li>• Share, acknowledge, and encourage “Best Teaching Practices.”</li> <li>• Review the “Principles of Learning” and their relationship to the SITHS four bottom line initiatives.</li> <li>• Provide teachers with written explicit supervisory recommendations based upon evidence gathered during walk-throughs, and formal and informal observations. + State and clarify for teachers the basic elements which must appear in their daily lessons. + Talk to teachers about their professional assignments and its impact on their professional growth and classroom effectiveness and / or instruction. + Review with teachers their 30-Minute Teacher Extended Time Tutoring statistics as well as examined how to increase their number of student contacts during this time in an effort to improve overall student performance in their current classes. + Discuss the percentage and number of students in each department with Regents grades above 85 as well as explore how these grades affected the shift in the types of diplomas being granted to our young women and men.</li> <li>• Discuss supervisory expectations and/or challenges stated in prior observation reports.</li> <li>• Request that each teacher analyze the percentage of “accountable talk” time in a given lesson.</li> </ul>	
	<b>Responsible Staff Members:</b>	Principal; Assistant Principals; Teachers; Parents; and Students
	<b>Academic Assessments:</b>	SITHS Comprehensive Observation Rubric Process
	<b>Implementation Timelines:</b>	September - June

**ANNUAL GOAL #4 AND ACTION PLAN**  
**CONTINUED**

<b>Strategies to Increase Parental / Guardian Involvement</b>	<ul style="list-style-type: none"> <li>• Tech continues to provide parents /guardians with training and access to: ARIS; Datacation (Online Grade Keeping); Daedalus; Naviance; and SITHS Website. This transparency comes with responsibility and ample opportunity for parents / guardians to voice their insights with regard to the usage of ideal / effective teaching practices.</li> <li>• Parent Coordinator conducts building tours which permit parents / guardians to visit classrooms to gain insight with regard to the implementation of ideal / effective teaching practices.</li> <li>• Translation services through The Office of Translation and Interpretation are available upon request.</li> </ul>
<b>Strategies for Attracting Highly Qualified Teachers (HQT)</b>	<ul style="list-style-type: none"> <li>• Adhering to DOE Staffing Regulations; Capitalizing on Open Market Process; Networking with Colleagues and Colleges; Utilizing services provided by CFN.</li> <li>• Providing extensive onsite professional development, as well as encouraging faculty to participate in offsite PD workshops, seminars, college programs.</li> </ul>
<b>Service &amp; Program Coordination</b>	Using Quality and Peer Review feedback, SITHS administrators and faculty will actively engage in onsite/offsite inter-visitation activities for the purposes of improving “Effective Teaching Practices.”
<b>Budget &amp; Resources Alignment</b>	Transportation budget \$1,500 Tax Levy funding for inter-school visitation and subject related conference participation. DataCation + Daedalus + Naviance = \$15,000 NYSTEL Software & VETA & PTA;

**ANNUAL GOAL #5 AND ACTION PLAN**

<b>Subject/Area (where relevant):</b>	<b>All Subject Classes &amp; PPS</b>							
<b>Annual Goal #5</b>	<p>During the 2011/2012 school year, continue to monitor and analyze <b>10</b> of Tech’s Compliance Report items (see a-j below) as part of a school-wide Compliance Committee inquiry into the evaluation of the changing needs of students in the school and the implications for instruction and the budget based on available data.</p> <p><b>Compliance Report items:</b> (a) Assessment &amp; Testing - IEP Testing Accommodations; (b) Fitnessgram; (c) 407’s and Planning Interviews; (d) Immunization &amp; Tuberculosis; (e) Vision Testing; (f) Extended Day Tutoring Contacts; (g) Reported SITHS Occurrences on OORS; (h) HLIS; (i) Annual Reviews; and (j) Re-evaluations.</p>							
<b>Comprehensive Needs Assessment</b>	<ul style="list-style-type: none"> <li>• DOE Annual Compliance Report Results</li> <li>• SITHS Monthly Compliance Meetings</li> <li>• PPS Talk-Kid Feedback</li> <li>• Analysis of a comprehensive range of summative and other supplemental data.</li> </ul>							
<p><b>Instructional Strategies / Activities</b></p> <p>Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:</p> <ol style="list-style-type: none"> <li>1. strategies/activities that encompass the needs of identified student subgroups,</li> <li>2. Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities</li> </ol>	<ul style="list-style-type: none"> <li>• Use a wide range of materials to access and build upon students’ prior knowledge, interest, instructional and linguistic needs.</li> <li>• Analyze test grades in English and Mathematics for entering freshmen.</li> <li>• Identify incoming ELL and students with special needs and conduct student and parent orientation assemblies.</li> <li>• Sponsor Credit Make-Up Program (budget permitting).</li> <li>• Define and discuss with expectations for “acceptable” student work and survey teachers monthly to ascertain which students are approaching at-risk academic status demonstrated either by failing test scores or the missing of several homework assignments or labs. Continue to improve parent contact.</li> <li>• Make the necessary arrangements with SITHS students who require Academic Intervention Services.</li> <li>• Assure that each counselor meets with students in her caseload at least once per year to evaluate and monitor academic progress as well as college and career aspirations + Increase parent participation in all aspects of school life via the assistance of the parent coordinator.</li> <li>• Continue increased regular two-way communication between parents/guardians and teachers in order to further increase academic success + Use professional development and the observation process as a means for sharing and implementing teaching strategies that address student diversified learning styles + Work with PTA to further develop the PTA Parent Initiative Committee (PIC).</li> </ul> <table border="1" data-bbox="472 1144 2041 1278"> <tr> <td data-bbox="472 1144 835 1190"><b>Responsible Staff Members:</b></td> <td data-bbox="835 1144 2041 1190">Principal; Assistant Principals; Teachers; Parents; and Students</td> </tr> <tr> <td data-bbox="472 1190 835 1235"><b>Academic Assessments:</b></td> <td data-bbox="835 1190 2041 1235">Faculty &amp; Dept Meeting Share Out of Compliance Data &amp; Information &amp; ; SLT Review of Findings</td> </tr> <tr> <td data-bbox="472 1235 835 1278"><b>Implementation Timelines:</b></td> <td data-bbox="835 1235 2041 1278">September - June</td> </tr> </table>		<b>Responsible Staff Members:</b>	Principal; Assistant Principals; Teachers; Parents; and Students	<b>Academic Assessments:</b>	Faculty & Dept Meeting Share Out of Compliance Data & Information & ; SLT Review of Findings	<b>Implementation Timelines:</b>	September - June
<b>Responsible Staff Members:</b>	Principal; Assistant Principals; Teachers; Parents; and Students							
<b>Academic Assessments:</b>	Faculty & Dept Meeting Share Out of Compliance Data & Information & ; SLT Review of Findings							
<b>Implementation Timelines:</b>	September - June							

**ANNUAL GOAL #5 AND ACTION PLAN**  
**CONTINUED**

<b>Strategies to Increase Parental / Guardian Involvement</b>	<ul style="list-style-type: none"> <li>• Tech continues to provide parents /guardians with training and access to: ARIS; Datacation (Online Grade Keeping); Daedalus; Naviance; and SITHS Website. This transparency comes with responsibility and ample opportunity for parents / guardians to voice their viewpoints to the SITHS Compliance Committee and PTA (Partnership with Trust).</li> <li>• Translation services through The Office of Translation and Interpretation are available upon request.</li> </ul>
<b>Strategies for Attracting Highly Qualified Teachers (HQT)</b>	<ul style="list-style-type: none"> <li>• Adhering to DOE Staffing Regulations; Capitalizing on Open Market Process; Networking with Colleagues and Colleges; Utilizing services provided by CFN.</li> <li>• Providing extensive onsite professional development , as well as encouraging faculty to participate in offsite PD workshops, seminars, college programs.</li> </ul>
<b>Service &amp; Program Coordination</b>	Using data/information provided in SITHS’s monthly DOE Compliance Report, SITHS administrators and key essential staff will monitor and adjust internal program practices in order to achieve compliance
<b>Budget &amp; Resources Alignment</b>	\$ 0.00 budget required

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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								
1								
2								
3								
4								
5								
6								
7								
8								
9	Not Applicable	0	Not Applicable	Not Applicable	2	0	0	4
10	Not Applicable	0	0	Not Applicable	1	0	0	3
11	Not Applicable	0	0	0	2	0	0	0
12	0	0	0	0	2	0	0	1

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	30-Minute Extended Tutoring Time – During School Day Tutoring provided during Teacher Professional Prep Period Regents Prep – After School / Saturdays Peer Tutoring
<b>Mathematics:</b>	30-Minute Extended Tutoring Time – During School Day Tutoring provided during Teacher Professional Prep Period Regents Prep – After School / Saturdays Peer Tutoring
<b>Science:</b>	30-Minute Extended Tutoring Time – During School Day Tutoring provided during Teacher Professional Prep Period Regents Prep – After School / Saturdays Peer Tutoring
<b>Social Studies:</b>	30-Minute Extended Tutoring Time – During School Day Tutoring provided during Teacher Professional Prep Period Regents Prep – After School / Saturdays Peer Tutoring
<b>At-risk Services Provided by the Guidance Counselor:</b>	Individual counseling for 2 students as per IEP and group counseling for 5 students as per IEP (includes 1 student who receives both individual & group counseling as per IEP) Academic, Career and Personal Support and Counseling 1-9 Student Schedule
<b>At-risk Services Provided by the School Psychologist:</b>	Not Applicable
<b>At-risk Services Provided by the Social Worker:</b>	Not Applicable

<b>At-risk Health-related Services:</b>	<p><u>In School</u> 2 Health Paraprofessionals to assist 2 students with orthopedic difficulties as per IEP 1 Health Paraprofessional to assist 1 autistic student as per IEP Vision Teacher – 2X per month to assist 1 student as per IEP Hearing Teacher – 2X per month to assist 1 student as per IEP Physical Therapist – 2X per week to assist 1 student as per IEP</p> <p><u>Outside School</u> Occupational Therapy – 1X per month for 1 student as /IEP and 2 times per month for 1 student as / IEP Speech – 1X / week group, 2X / week individual for 1 student as / IEP, 3X / week individual for 1 student as / IEP</p>
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**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Jie Zhang</b>	District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>605</b>
School Name <b>Staten Island Technical High School</b>			

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

Principal <b>Vincent Maniscalco</b>	Assistant Principal <b>Noelle Sanguinedo</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>N/A</b>	Guidance Counselor <b>Margaret Ferrigno</b>
Teacher/Subject Area <b>N/A</b>	Parent <b>N/A</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>Barbara Malenfant</b>
Related Service Provider <b>Margaret Ferrigno</b>	Other <b>Joseph Manzo</b>
Network Leader <b>Jie Zhang</b>	Other <b>N/A</b>

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>1104</b>	Total Number of ELLs	<b>0</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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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. Students who are accepted into our school and their parents are invited to an orientation day where we administer the Home Language Survey. This allows SI Technical HS to conduct oral interviews directly following the filing of the written survey in English, and identify those that need an interpreter. If an interpreter is needed we contact the Office of Translation and Interpretation to conduct an interview in the native language. Once Mrs. Sanguinedo completes the formal initial assessment, she will run the RBEX report to identify students that are eligible for the Lab-R exam or the NYSESLAT. As our school is specialized we do not admit students past the first day of school in September; however, all ATS reports are run separately in the February term to ensure we have captured all students and that we remain compliant.

2. Staten Island Tech would provide Freestanding (Push-In) ESL services to any student who tested out of our Freestanding ESL program will continue to receive extended time for testing needed for his transition into classes without ESL services. Push-In ELL based program of Math, English, Social Studies, Science, Physical Education and Writing Intensive for six periods during the day would be included for each student who is assessed as ELL in the future. The aforementioned student would attend a daily ELL class, which addresses the “target areas” assessed. Students would set short-term goals to be achieved by the next administration of the NYSESLAT examination. The ELL student would attend a minimum of 410 minutes of ESL instruction each week unless otherwise specified by his/her needs. Connections are made within the curricular modes of the core promotional required courses for each respective term and academic school year.

3. See 4

4. Once a student has been identified as requiring mandated ESL services, the student and parent are presented with the Freestanding, Push-In model that Staten Island Tech utilizes, which enables students to participate in the traditional core and pre-engineering curriculum, with a daily ESL session and services, as provided via a licensed ESL teacher. Being that our ELL population is small, this model has been the traditional means by which ELL services are provided, as explained to the student and parent at the planning interview conducted at the start of the school year, where all documentation is completed and submitted, in relation to services. Opportunities are provided at the beginning and end and beginning of each academic school year for the student/parent to make revisions to the sequence and elective courses desired to meet the needs of the student’s academic interests and goals.

5. See 6

6. If a parent does not wish to participate in the Freestanding ESL/ELL program that SI Technical HS is equipped to provide, Mrs. Sanguinedo and the Mr. Manzo will work with the family and guidance counselor to enroll the student in the parent’s program choice at another New York City school. However, statistics have shown that all students test out of the ELL eligibility in their 9th grade year at Staten Island Technical High School. A specific effort is put forth to place the student in classes aligned with his/her skill level as demonstrated in Listening, Speaking, Reading, and Writing. Current data does support that students who have participated in our ELL program tend to do better in their respective English Language Arts classes than non-ELL students.

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Push-In</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	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	0	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Number of ELLs in a TBE program who are in alternate placement: 0

## C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

- d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. How is instruction delivered?
  - a) Instruction is delivered using a one-on-one, Push-In, approach, where the student is in a homogeneous mainstream honors program (for six periods including, Math, English, Social Studies, Science and Physical Education), with two classes, offered daily, which address specific ELL goals and objectives (ESL and Writing Intensive).
  - b) The ESL and Writing Intensive classes use a multidisciplinary approach, which creates literacy across the curriculum and a connection to cultural and social connections within the curriculum.
2. How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a) The student is scheduled to attend these two classes, as per the program model mandate. Attendance is taken by a licensed teacher.
3. As school that delivers a Freestanding English as a Second Language model, we deliver all content area instruction in mainstream classes. Materials specific to language barriers would be reviewed in one or both of the classes set for ESL or Writing Intensive study.
4. Incoming ELLs are evaluated through the Home Language Survey which is done in our building. No parent is left to fill out the survey at home or on their own. This system allows us to recognize if translation services might be necessary and conduct interviews with translators in real time.
5. How do you differentiate instruction for ELL subgroups?
  - a) Being that the ELL instruction has been one-on-one, as of this version of the LAP, differentiation has included the alignment with making the pre-existing College Preparatory and Pre-Engineering curriculum attainable for an ELL student, by using an interdisciplinary approach with the ESL class. Cultural influences are also implemented within the lesson to instill a connection between the new language and the new culture.
  - b) Up until now, Staten Island Tech has not encountered ELLs in US schools less than three years (newcomers). As per the mandate for all ELLs in US schools less than three years (newcomers), Staten Island Tech would comply with standard evaluation and accommodation procedures for these students.
  - c) Long-Term ELLs (in NYC school six years or more) are continually monitored and assessed for continued success in the academic core curriculum Staten Island Tech has to offer via, HSST (SARS) and ARIS.
  - d) ELLs identified as having special needs will receive the mandated services as prescribed by their IEP in addition to mandated services as determined by the student's results on the LAB-R and/or NYSESLAT. Students who transition after reaching proficiency on the NYSESLAT are closely monitored using HSST and ARIS, under the auspices of their assigned guidance counselor and Assistant Principal of ELA / LOTE.
- 6./7. ELL students are offered, like all non-ELL students, Russian, AP Russian and College Russian, as foreign language electives. Extensive Regents preparation is also provided for all students ELL and Non-ELL. These are available within the confines of the school day, as well as tutoring scheduled after the school day ends as the exams grow nearer.

## A. Programming and Scheduling Information

### Courses Taught in Languages Other than English ⓘ

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

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

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

### 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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 24
75%	
50%	
25%	

## B. Programming and Scheduling Information--Continued

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

8. In ELA and Math as well as all other academic subjects, Staten Island Technical High School offers as targeted intervention programming: 30 minute extended day tutoring time during the school day; teachers provide additional tutoring during their professional prep period when needed, regent preparation tutoring is held after school and on Saturdays whenever applicable and peer tutors make themselves available to department assistant principals for added support.
9. In addition to added measures stated above, students who transition after reaching proficiency on the NYSESLAT are closely monitored using HSST and ARIS, under the auspices of their assigned guidance counselor and Mrs. Sanguinedo, Assistant Principal of ELA/LOTE.
10. At this time there are no new programs in effect as we do not have any students currently designated as ESL or ELL.
11. See above.
12. All school programs are offered to both ELLs and non-ELL students. Programs include but are not limited to those mentioned in question number eight.
13. Instructional materials such as graphic organizers, laptop computers, calculators and smart boards are available as needed. All classrooms are equipped with audio, video, and smart board technology for both ELL and non-ELL students.
14. Not Applicable as of this version of the LAP.
15. Not Applicable as of this version of the LAP.
16. Newly enrolled students will meet with Mrs. Sanguinedo before the school year begins to establish a timeline for meetings with the student and their counselor as well as the parent in order to stay abreast of any concerns or issues the student and/or parent may have with the progression of the program. Additionally, Mrs. Sanguinedo will work with the guidance department to ensure the needs of the student are being met; and will monitor the progress of the student through HSST, ARIS, and teacher's anecdotal logs.
17. Like non-ELL students, ELLs are offered Russian, Advanced Placement and/or College Russian as a foreign language. Staten Island Technical High School runs both native and non-native tracks as Russian is the only language currently offered to students.

## 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)?

Not Applicable as of this version of the LAP

### 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.

As we do not currently have any ELL students Staten Island Technical High School is focusing on those elements that are most beneficial to ELLs should they enroll in future. One major goal is to ensure writing across the curriculum. Additionally, Inquiry/Curriculum Teams in all academic subjects are working to differentiate learning so that needs are met for students of all modalities. This includes professional development workshops for Common Core Learning Standards and Curriculum Alignment, workshops on using the Datacation and Daedalus tool as a means of connecting to parents, and technology workshops for programs such as clicker and smart notebook so that all students can benefit.

### 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?

Staten Island Technical High School promotes parental involvement in all aspects of a student's high school career. We have incorporated technology portals including Naviance, Daedalus, Datacation and ARIS for parents to scrutinize their child's progress as well as communicate with SI Technical HS faculty. Additionally, our Parent Coordinator holds workshops for parents and communicates frequently with our parent population on school matters. Parent needs are expressed in several forums including School Leadership Team, the Parent Teacher Association and the Parent Initiative Committee that was started in 2009, as a direct result of the request to meet parent needs more directly. All of these meetings can be attended through a conference call poly-com system. Translation services through The Office of Translation and Interpretation are available upon request.

## 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	0	0	0	0	0	0	0	0	0	0	0	0
Intermediate(I)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advanced (A)	0	0	0	0	0	0	0	0	0	0	0	0	0	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 /SPEAKIN	<b>B</b>	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
G	I	0	0	0	0	0	0	0	0	0	0	0	0	0
	A	0	0	0	0	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0
READING/ WRITING	B	0	0	0	0	0	0	0	0	0	0	0	0	0
	I	0	0	0	0	0	0	0	0	0	0	0	0	0
	A	0	0	0	0	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math 0	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other 0	0	0	0	0
Other 0	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

### 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

Not Applicable as of this version of the LAP

### 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.

Not Applicable as of this version of the LAP

## Part VI: LAP Assurances

School Name: <u>0</u>		School DBN: <u>0</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Vincent Maniscalco	Principal		11/7/11
Noelle Sanguinedo	Assistant Principal		11/7/11
Barbara Malenfant	Parent Coordinator		11/7/11
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Margaret Ferrigno	Guidance Counselor		11/7/11
Jie Zhang	Network Leader		
Joseph Manzo	Other <u>Assistant Principal</u>		11/7/11
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 31R605      **School Name:** Staten Island Technical High School

**Cluster:** 2      **Network:** CFN

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

**Part A: Needs Assessment Findings**

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

Home Language Survey Form, parent conferences, and student-parent surveys, Parent Coordinator feedback. Preferred Parent Language survey.

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.

Home Language Survey Form, parent conferences, and student-parent surveys, Parent Coordinator feedback. Tech is currently using DOE Services as needed for translations and exploring the use of Daedalus as a means for conveying information to parents in their home language. This may include teacher contact via email, form letters sent out by school offices, and other written notifications as needed.

## Part B: Strategies and Activities

---

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

Written interpretation services are provided by appropriate in-house staff, outside contractors, parent volunteers, superintendent personnel as required.

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.

Oral interpretation services are provided by appropriate in-house staff, outside contractors, or parent volunteers as required.

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>.

SITHS will determine within 30 days of a student's enrollment or for students already enrolled the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school.

SITHS shall maintain an appropriate and current record of the primary language of each parent. Such information will be maintained in ATS and on individual student emergency cards.

SITHS staff will be required to adhere to the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services.



## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Staten Island Technical H.S.	DBN: 31R605
Cluster Leader: Jie Zhang	Network Leader: Charles Amundsen
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: 1:1 Push-In Approach
Total # of ELLs to be served: 0
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 0
# of certified ESL/Bilingual teachers: 0
# of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

### \* RATIONALE

As a school that delivers a Freestanding English as a Second Language model, Tech delivers all content area instruction in mainstream classes. Being that the ELL instruction has been one-on-one, as of this version of the LAP, differentiation has included the alignment with making the pre-existing College Preparatory and Pre-Engineering curriculum attainable for an ELL student, by using an interdisciplinary approach with the ESL class. Cultural influences are also implemented within the lesson to instill a connection between the new language and the new culture.

### \* SUBGROUPS

Up until now, Staten Island Tech has not encountered ELLs in U.S. schools less than three years (newcomers). As per the mandate for all ELLs in U.S. schools less than three years (newcomers), Staten Island Tech would comply with standard evaluation and accommodation procedures for these students.

Long-Term ELLs (in NYC school six years or more) are continually monitored and assessed for continued success in the academic core curriculum Staten Island Tech has to offer via, HSST (SARS) and ARIS.

ELLs identified as having special needs will receive the mandated services as prescribed by their IEP in addition to mandated services as determined by the student's results on the LAB-R and/or NYSESLAT. Students who transition after reaching proficiency on the NYSESLAT are closely monitored using HSST and ARIS, under the auspices of their assigned guidance counselor and Assistant Principal of ELA / LOTE.

### \* SCHEDULE AND DURATION

ELL students are offered, like all non-ELL students, Russian, AP Russian and College Russian, as foreign language electives. Extensive Regents preparation is also provided for all students ELL and Non-ELL. These are available within the confines of the school day, as well as tutoring scheduled after the school day ends as the exams grow nearer.

Instruction is to be delivered using a one-on-one, Push-In, approach, where the student is in a homogeneous mainstream honors program (for six periods including, Math, English, Social Studies, Science and Physical Education), with two classes, offered daily, which address specific ELL goals and objectives (ESL and Writing Intensive). The ESL and Writing Intensive classes use a multidisciplinary approach, which creates literacy across the curriculum and a connection to cultural and social connections within the curriculum. The student is scheduled to attend these two classes, as per the

## Part B: Direct Instruction Supplemental Program Information

program model mandate. Attendance is taken by a licensed teacher.

In ELA and Math as well as all other academic subjects, Staten Island Technical High School offers as targeted intervention programming: 30 minute extended day tutoring time during the school day; teachers provide additional tutoring during their professional prep period when needed, regent preparation tutoring is held after school and on Saturdays whenever applicable and peer tutors make themselves available to department assistant principals for added support. In addition to added measures stated above, students who transition after reaching proficiency on the NYSESLAT are closely monitored using HSST and ARIS, under the auspices of their assigned guidance counselor and the Assistant Principal of ELA/LOTE.

At this time there are no new programs in effect as we do not have any students currently designated as ESL or ELL. All school programs are offered to both ELLs and non-ELL students. Programs include but are not limited to those mentioned in question number eight.

Newly enrolled students will meet with Mrs. Sanguinedo before the school year begins to establish a timeline for meetings with the student and their counselor as well as the parent in order to stay abreast of any concerns or issues the student and/or parent may have with the progression of the program. Additionally, Mrs. Sanguinedo will work with the guidance department to ensure the needs of the student are being met; and will monitor the progress of the student through HSST, ARIS, and teacher's anecdotal logs.

Like non-ELL students, ELLs are offered Russian, Advanced Placement and/or College Russian as a foreign language. Staten Island Technical High School runs both native and non-native tracks as Russian is the only language currently offered to students.

\* LANGUAGE OF INSTRUCTION - English

\* NUMBER OF TYPES OF CERTIFIED TEACHERS - Currently None

\* MATERIALS

Materials specific to language barriers would be reviewed in one or both of the classes set for ESL or Writing Intensive study. Instructional materials such as graphic organizers, laptop computers, calculators and smart boards are available as needed. All classrooms are equipped with audio, video, and smart board technology for both ELL and non-ELL students.

## Part C: Professional Development

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

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

**Part C: Professional Development**

- name of provider

Begin description here:

As we do not currently have any ELL students Staten Island Technical High School is focusing on those elements that are most beneficial to ELLs should they enroll in future. One major goal is to ensure writing across the curriculum. Additionally, Inquiry/Curriculum Teams in all academic subjects are working to differentiate learning so that needs are met for students of all modalities. This includes professional development workshops for Common Core Learning Standards and Curriculum Alignment, workshops on using the Datacation and Daedalus tool as a means of connecting to parents, and technology workshops for programs such as clicker and smart notebook so that all students can benefit.

**Part D: Parental Engagement Activities**

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

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

Begin description here:

Staten Island Technical High School promotes parental involvement in all aspects of a student’s high school career. We have incorporated technology portals including Naviance, Daedalus, Datacation and ARIS for parents to scrutinize their child’s progress as well as communicate with SI Technical HS faculty. Additionally, our Parent Coordinator holds workshops for parents and communicates frequently with our parent population on school matters. Parent needs are expressed in several forums including School Leadership Team, the Parent Teacher Association and the Parent Initiative Committee that was started in 2009, as a direct result of the request to meet parent needs more directly. All of these meetings can be attended through a conference call poly-com system. Translation services through The Office of Translation and Interpretation are available upon request.

**Part E: Budget**

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

Allocation Amount: \$

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