



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2012-2013  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

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

PRINCIPAL: **Vincent A. Maniscalco**

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

SUPERINTENDENT: **Aimee Horowitz**

06-24-2013

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement 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](#).

**Directions:**

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

<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>John Guarco</b>	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	Signature on File
<b>Mohammed Mustafa</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 Fadl</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>Caren Carabello</b>	Parent – PTA	Signature on File
<b>Victoria Colella</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>Erin O’Malley</b>	Parent – PTA	Signature on File

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
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## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

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

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

**Subject/Area : Core Subject Areas (ELA; Mathematics; Social Studies; and Science) & Culminating Regents Examinations**

<p><b>Annual Goal #1</b></p>	<p>During the 2013 - 2014 school year, it is expected that <b>50%</b> (4 out of 8) of the following “Performance Sub-Targets” where students get 85 or higher on the respective Regents examination, will be achieved:</p> <ul style="list-style-type: none"> <li>(1) Comp. English Regents ..... 85% of the exams graded will have a score of 85% or higher</li> <li>(2) Comp. Global History ..... 85% of the exams graded will have a score of 85% or higher</li> <li>(3) Comp. US History &amp; Gov't Reg ..... 85% of the exams graded will have a score of 85% or higher</li> <li>(4) Comp. Russian Regents ..... 85% of the exams graded will have a score of 85% or higher;</li> <li>(5) Comp. Algebra Regents ..... 74% of the exams graded will have a score of 85%</li> <li>(6) Comp. Living Environment ..... 70% of the exams graded will have a score of 85% or higher.</li> <li>(7) Comp. Chemistry ..... 70% of the exams graded will have a score of 85% or higher.</li> <li>(8) Comp. Physics..... 70% of the exams graded will have a score of 85% or higher.</li> </ul>
<p><b>Comprehensive Needs Assessment</b></p>	<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>
<p><b>Instructional Strategies / Activities</b></p> <ul style="list-style-type: none"> <li>• Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:</li> <li>a) strategies/activities that encompass the needs of identified student subgroups,</li> <li>b) key personnel and other resources used to implement these strategies/activities,</li> <li>c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,</li> <li>d) timeline for implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Aligning CCSS with subject course <b>curriculum / 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> </ul>

- Using Datacation and Naviance as a means of keeping an open line of communication between students, parents and teachers.

**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>Budget &amp; Resources Alignment</b>	<ul style="list-style-type: none"> <li>• Indicate your school’s Title I status: <input type="checkbox"/>School Wide Program (SWP) <input type="checkbox"/>Targeted Assistance Program (TAP) <b>(X)</b>- Non-Title</li> <li>• Select the fund source(s) that your school is using to support the instructional goal. <u>  X  </u> Tax Levy <u>      </u> Title I <u>      </u> Title IIA <u>      </u> Title III <u>      </u> Grants <u>      </u> Other <b>See Description Below</b></li> <li>• On-Line Curriculum Map Program = \$5500 Tax Levy (Approximate Cost); DataCation + Daedalus + Naviance = \$15,000 NYSTEL Software &amp; VETA &amp; 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</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>	

**ANNUAL GOAL #2 AND ACTION PLAN**

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**Subject/Area : Core Subject Areas (ELA; Mathematics; Social Studies; and Science) & Culminating Regents Examinations**

**Annual Goal #2**

During the 2013-14 observation process period, **95%** of all teachers during their formal pedagogical evaluations will have “Met” Sub-group Proficiency / Effectiveness in at least four of the Categories a-f below:

- a. Designing Coherent Instruction, as evidenced in each lesson by the incorporation of a Think-Pair-Share, a high level Custer Activity, and alignment of instructional objectives with CCLS.
- b. Establishing a Culture for Learning, as evidenced by teacher and student commitment, beliefs, investments, expectations, interactions, and/or responsibilities.
- c. Managing Student Behavior, as evidenced by generally appropriate student behavior, teacher monitoring of student behavior against school-wide standards, and teacher response to student misbehavior (i.e., consistent, proportionate and respectful).
- d. Using Questioning & Discussion, as evidenced by teacher and student questions and interaction.
- e. Engaging Students in Learning, as evidenced by tasks and activities that are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students.
- f. Using Assessment in Instruction, as evidenced by regular use of assessment during instruction, monitoring of progress of learning by teacher and/or students, and students appear to be aware of the assessment criteria.

**OR**

“Met” Sub-group Proficiency / Effectiveness in at least 2 of the 6 above Categories a-f during any “short” classroom visit by a school administrator/supervisor.

**Comprehensive Needs Assessment**

- Quality and Peer Review Feedback / Recommendations.
- Citywide Progress Report & Learning Environment Survey
- SITHS Observation & Data Assessment Reports
- Researched Based Data & Information
- Teacher, Student, & Parent/Guardian Feedback
- Teacher usage of Supervisory Feedback

**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) key personnel 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.

- Continue to align current curriculum/curriculum maps and instructional practices to the Common Core State Standards
- **MEETING CITYWIDE EXPECTATION:** It is expected that all students will be engaged in at least one literacy task and one math task aligned to strategically selected Common Core Standards.
- “In literacy, students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.”
- “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.”
- 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.
- Implement and adhere to the school’s Pledge for Educational Excellence thus allowing for the teaching of high-level content, subject-related material with optimum student engagement on a daily basis.
- 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
- 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.

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

	<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>Budget &amp; Resources Alignment</b>	<ul style="list-style-type: none"> <li>• Indicate your school’s Title I status: <input type="checkbox"/>School Wide Program (SWP) <input type="checkbox"/>Targeted Assistance Program (TAP)    <b>(X)- Non-Title</b></li> <li>• Select the fund source(s) that your school is using to support the instructional goal.  <u>  X  </u> Tax Levy    <u>      </u> Title I    <u>      </u> Title IIA    <u>      </u> Title III    <u>      </u> Grants    <u>      </u> Other    <b><u>See Description Below</u></b>  On-Line Curriculum Map Program = \$5500 Tax Levy (Approximate Cost); DataCation + Daedalus + Naviance = \$15,000 NYSTEL Software &amp; VETA &amp; PTA; Teacher Per Session (PD/Curriculum Writing ....) = \$2,000 Tax Levy</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.	

**ANNUAL GOAL #3 AND ACTION PLAN**

<b>Subject/Area :</b> <b>Core Subject Areas (ELA; Mathematics; Social Studies; and Science) &amp; Culminating Regents Examinations</b>	
<b>Annual Goal #3</b>	During the 2013/2014 school year, have <b>90%</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 (Budget Permitting).</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>
<b>Instructional Strategies / Activities</b> <ul style="list-style-type: none"> <li>• Describe the research-based</li> </ul>	<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> </ul>

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) key personnel 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.

- Continue with the implementation of a teacher observation process which includes a walk-through, and a pre- and post-observation conference.
- Share, acknowledge, and encourage “Best Teaching Practices” as well as the “Shifts in Teaching.”
- 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.
- Discuss supervisory expectations and/or challenges stated in prior observation reports.
- Request that each teacher analyze the percentage of “accountable talk” time in a given lesson.

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

	<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
<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>Budget &amp; Resources Alignment</b>	<ul style="list-style-type: none"> <li>Indicate your school's Title I status: <input type="checkbox"/> School Wide Program (SWP) <input type="checkbox"/> Targeted Assistance Program (TAP) <b>(X)</b>- Non-Title</li> <li>Select the fund source(s) that your school is using to support the instructional goal.  <u>  X  </u> Tax Levy <u>      </u> Title I <u>      </u> Title IIA <u>      </u> Title III <u>      </u> Grants <u>      </u> Other <b><u>See Description Below</u></b>  Transportation budget \$1,500 Tax Levy funding for inter-school visitation and subject related conference participation.  DataCation + Daedalus + Naviance = \$15,000 NYSTEL Software &amp; VETA &amp; PTA;</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-visitiation activities for the purposes of improving "Effective Teaching Practices."

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

The chart below indicates the total number of S.I. Tech students receiving AIS in each area listed for each applicable grade. Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades **9 – 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				
<b>9</b>	Not Applicable	0	Not Applicable	Not Applicable	3	0	0	1
<b>10</b>	Not Applicable	0	0	Not Applicable	2	0	0	4
<b>11</b>	Not Applicable	0	0	0	6	0	0	2
<b>12</b>	0	0	0	0	15	0	0	0

“Not Applicable” implies that the students in the designated grade level have not taken the Regents examination.

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.).

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
<b>ELA</b>	Extended Day Tutoring	1:10 Teacher:Student Ratio	30-mins / 8 Periods / School Day / Mon-Fri
	Teacher Tutoring	Small Group	41 mins./School Day/ C-6 Professional Period
	Regents Prep	Small Group	After School / Saturdays
	Peer Tutoring	1:1 Student:Student	School Day
	Failure Meetings	Parent, Student, GC, Parent, Coord., Admin.	1 period meeting after marking period 1-5
<b>Mathematics</b>	Extended Day Tutoring	1:10 Teacher:Student Ratio	30-mins / 8 Periods / School Day / Mon-Fri
	Teacher Tutoring	Small Group	41 mins./School Day/ C-6 Professional Period
	Regents Prep	Small Group	After School / Saturdays
	Peer Tutoring	1:1 Student:Student	School Day
	Failure Meetings	Parent, Student, GC, Parent, Coord., Admin.	1 period meeting after marking period 1-5
<b>Science</b>	Extended Day Tutoring	1:10 Teacher:Student Ratio	30-mins / 8 Periods / School Day / Mon-Fri
	Teacher Tutoring	Small Group	41 mins./School Day/ C-6 Professional Period
	Regents Prep	Small Group	After School / Saturdays
	Peer Tutoring	1:1 Student:Student	School Day
	Failure Meetings	Parent, Student, GC, Parent, Coord., Admin.	1 period meeting after marking period 1-5
<b>Social Studies</b>	Extended Day Tutoring	1:10 Teacher:Student Ratio	30-mins / 8 Periods / School Day / Mon-Fri
	Teacher Tutoring	Small Group	41 mins./School Day/ C-6 Professional Period
	Regents Prep	Small Group	After School / Saturdays
	Peer Tutoring	1:1 Student:Student	School Day

	Failure Meetings	Parent, Student, GC, Parent, Coord., Admin.	1 period meeting after marking period 1-5
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Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
<b>At-risk Services Provided by the Guidance Counselor:</b>	Counseling	1:1 Counselor:Student Ratio	During the school day
	Counseling	1:12 Group Counseling	During the school day
<b>At-risk Services Provided by the School Psychologist:</b>	Not Applicable	Not Applicable	Not Applicable
<b>At-risk Services Provided by the Social Worker:</b>	Not Applicable	Not Applicable	Not Applicable
<b>At-risk Health-related Services:</b>	2 Health Paraprofessionals to assist 2 students with orthopedic difficulties as per IEP	1:1, Para : Student	In school daily, during the school day.
	Hearing Teacher to assist 1 student as per IEP	1:1, Teacher: Student	In school 2 times per month, during the school day.
	Physical Therapist to assist 1 student as per IEP	1:1, PT: Student	In school 2 times per week, during the school day.
	Occupational Therapy - student A to assist 1 student as per IEP	1:1, OT: Student	In school 1 time per month, during the school day.
	Occupational Therapy - student B to assist 1 student as per IEP	1:1, OT: Student	In school 1 times per week, during the school day.
	Occupational Therapy - student C to assist 1 student as per IEP	1:1, OT: Student	RSA: Outside of school 1 time per week, after the school day.
	Speech Therapist to assist 1 student as per IEP	1:1, Speech Therapist: Student	RSA: Outside of school 3 times per week, after the school day.

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Adhering to DOE Staffing Regulations; Capitalizing on Open Market Process; Networking with Colleagues and Colleges; Utilizing services provided by CFN.
- Providing extensive onsite professional development as well as, encouraging faculty to participate in offsite PD workshops, seminars, college programs.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<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	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	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%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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 /SPEAKING	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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	<b>B</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>I</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>A</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>P</b>	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

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

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

Written 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.

