



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: TOTTENVILLE HIGH SCHOOL
DBN (i.e. 01M001): 31R455
Principal: WILLIAM DUGAN
Principal Email: WDUGAN@SCHOOLS.NYC.GOV
Superintendent: AIMEE HOROWITZ
Network Leader: MICHAEL MEHMET

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
William Dugan	*Principal or Designee	
William Goldman	*UFT Chapter Leader or Designee	
Phyllis Scotto	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Nicholas DeMeo, Krystina Garda	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Karen Weeks	Member/ Co-President PTA	
Josephine Ruggiero	Member/ Parent	
Rebecca Hernandez	Member/ Parent	
Susan Zagorski	Member/ Parent	
Jayce Nicholls	Member/ Parent	
Rosalia Tierno	Member/ Teacher	
John Cucuzza	Member/ Teacher	
Brigid O'Brien	Member/ Teacher	
Clifford Bloom	Member/ CSA	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

By June of 2014, the school will have continued to make appropriate progress with the new Teacher Evaluation and Development System. Beginning in July and August of 2013, both teachers and assistant principals will have participated in comprehensive professional development opportunities provided by the Department of Education and including workshops provided by the CFN network

This progress will be measured during the 2013 – 2014 school year by timely feedback to teachers utilizing the frequent cycle of observations and including both formal and informal observations and both pre and post observation conferences.

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.

To meet the requirements of New York State Educational Law 3012c the New York City Department of Education has implemented a new teacher evaluation system. Our school understands that the observation, evaluation and feedback to teachers are extremely important to ensure that our students receive a quality education. To fully benefit from this new system both administrators and teachers will need to understand how the new system works. The new evaluation system includes Measures of Student Learning which directly connects to student achievement and performance.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The school will offer professional development for both Administrators and Teachers. These activities will take place over the summer, during Chancellor's conference days, and at monthly department and faculty meetings

B. Key personnel and other resources used to implement each strategy/activity

1. These activities will be led by Network staff members, school administrators, and the school's talent coach. The school will also encourage staff member to attend and participate in professional development activities offered by the DOE and the UFT.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. All Administrators will meet the requirements set forth by the State and DOE to be approved evaluators. All Staff members will have the opportunity to participate in workshops during the work day and after school. The cabinet members will work with our Talent Coach in an effort to deepen their understanding on how to The Danielson 2013 rubric to conduct formal and informal evaluations.

D. Timeline for implementation and completion including start and end dates

1. The school's Principal and Assistant Principals will meet the requirements to conduct evaluations by the beginning of the school year. The school will conduct all of the Initial Planning Conferences by the required October deadline. Workshops will be run for the teachers before the start of classes in both Faculty meetings and department meetings. Workshops will be offered during the Chancellor's conference days in November, January and June.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The workshops offered will be led by Achievement Coaches from the Network, our Talent Coach and by school staff. These workshops will be similar to the lesson studies conduct at the Citywide CFIs.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The new teacher evaluation system will have an impact on classroom instruction. It is important that all members of our community understand these changes and the impact on our students. The school will share relevant information with parents at School Leadership Team meetings and at Parent teacher meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #2

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 #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, the students in Cohort 2014 will improve their college and career readiness status as measured by a 1% increase in the students scoring a 75 on the Comprehensive English Regents and an 80 on a Mathematics Regents.

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.
 Although the school's College Readiness Rate is over 16 percent above the average for New York City Schools as a community we feel this is an area we can improve. In the 2012 – 2013 school year 66.7 % of our students were deemed ready for college but 72.7 % of our graduates were enrolled in college. Our goal includes a one year plan and also a multi-year plan to increase our students ability to be successful in college.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Our goal involves increasing the college readiness rate for all of our students. We believe that addressing all of the students in the will help us achieve our current year's goal and also our multi year goal. We plan includes a review of our current academic offerings and the expansion of courses we offer through College Now. As part of our multiyear goal we intend to review the Advanced Placement courses we offer and hopefully we can increase the percentage of students earning a level 3 score or higher on the corresponding exams.

B. Key personnel and other resources used to implement each strategy/activity

1. This review and changes will include Guidance Counselors, Teachers and Administrators. Our long term goal might require the hiring of additional staff members in future years so that we can offer additional opportunities to our students.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. We will review performance in Regents exam courses, on Regents exams, performance in College Now classes and Advanced Placement courses.

D. Timeline for implementation and completion including start and end dates

1. The review of course work and performance will happen during the first and second term. Exam performance will be evaluated after the January Regents exam period and also after the June testing period. Performance in College Now courses will be conducted in the Fall and Spring terms.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. This goal involves Regents exam courses, Advanced Placement courses and College Now courses. These three types of classes have different requirements and will require different strategies and resources. The one common piece to these types of classes is performance in our classrooms and student grades throughout the school year. The school will monitor student performance and achievement with the support of internal and external resources. The external resources include data provided by the College Board and our CUNY partners, The College of Staten Island and Kingsborough Community College.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The school will continue to share information about College Readiness and the CUNY requirements with students and parents. The school will also ensure that our families are aware of the opportunities offered at the school. This will be done workshops for parents, PTA and SLT meeting and through the schools website. We will also share information with our student body through special assemblies.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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 #3

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

All students in each accountability subgroup will make significant progress towards meeting state standards in English Language Arts by June 2014. The Cohort of 2010 (Class of 2014) *all students* group will meet/exceed the EAMO. The subgroup, *students with disabilities*, will meet/exceed the established EAMO, satisfy the safe harbor target, or increase the percentage of students achieving proficiency levels of 3 and 4 to at least 65%.

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.

The majority of our students earn a proficiency level 3 or 4 on the State ELA examination. Our students with disabilities are performing well on the State assessment but we would like to increase the percentage of students earning a passing score. This goal was identified through a review of our students' achievement data.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The school will provide teachers with access to Regents item analysis reports so that they can provide students with constructive feedback. It will also enable the teachers to provide targeted instruction and assistance to our students who need additional support. The school will also provide after school tutoring for students in ELA. The school will also provide students the opportunity to participate in tutoring during the school day with teachers fulfilling their circular 6 professional assignment activities.

B. Key personnel and other resources used to implement each strategy/activity

1. ELA Teachers and Special Education teachers will play a crucial role in this goal. The staff will provide students with feedback and support in targeted areas based on the students' individual needs.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. This goal will be assessed after the January Regents exam. The school has identified strategies to support students prior to the exam and we will adjust our efforts for students who take and do not meet the State standards in January. This year we will be able to provide students with two opportunities to meet the State requirements in June.

D. Timeline for implementation and completion including start and end dates

1. Targeted instruction and feedback will be given throughout the school year. Students' abilities will be determined prior to the January and June exams. Students who do not meet the State requirement we be identified and continuing support will be offered.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. This goal targets specific students in one subject area. The majority of the resources in this goal will be directed to ELA and Special Education Teachers. Those resources will also be available to the specific students through their teachers and tutors.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The school will provide parents with feedback through Pupil Path and Skedula. Parents will be able to see student progress in real time. The school will continue to provide families with information on graduation requirements and CUNY entrance requirements.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

The school will use its ELA Student Support Funds to support this goal.

Goal and Action Plan #4

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 #4

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

All students in each accountability subgroup will make significant progress towards meeting state standards in Mathematics by June 2014. The Cohort of 2010 (Class of 2014) *all students* group will meet/exceed the established EAMO. The subgroup, *students with disabilities*, will meet/exceed the established EAMO, satisfy the safe harbor target, or increase the percentage of students achieving proficiency levels of 3 and 4 to at least 62%.

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.

The majority of our students earn a proficiency level 3 or 4 on the first State Math examination. Our students with disabilities are performing well on the State assessment but we would like to increase the percentage of students earning a passing score. This goal was identified through a review of our students' achievement data.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The school will provide teachers with access to Regents item analysis reports so that they can provide students with constructive feedback. It will also enable the teachers to provide targeted instruction and assistance to our students who need additional support. The school will also provide after school tutoring for students in Math. The school will also provide students the opportunity to participate in tutoring during the school day with teachers fulfilling their circular 6 professional assignment activities.

B. Key personnel and other resources used to implement each strategy/activity

1. Math Teachers and Special Education teachers will play a crucial role in this goal. The staff will provide students with feedback and support in targeted areas based on the students' individual needs.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. This goal will be assessed after the January Regents exam. The school has identified strategies to support students prior to the exam and we will adjust our efforts for students who take and do not meet the State standards in January. For students who do not meet the standard we will provide additional support throughout the Spring term. These students will be registered and encouraged to retake the examination in June.

D. Timeline for implementation and completion including start and end dates

1. Targeted instruction and feedback will be given throughout the school year. Students' abilities will be determined prior to the January and June exams. Students who do not meet the State requirement we be identified and continuing support will be offered.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. This goal targets specific students in one subject area. The majority of the resources in this goal will be directed to Math and Special Education Teachers. Resources will also be available to the specific students through their teachers and tutors.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The school will provide parents with feedback through Pupil Path and Skedula. Parents will be able to see student progress in real time. The school will continue to provide families with information on graduation requirements and CUNY entrance requirements.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

The school will use its Math Student Support Funds to support this goal.

Goal and Action Plan #5

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 #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Extended day classes, Tutoring, Targeted Tutoring for Special Needs Students, AIS lab for ELL students	Support will be provided in additional classes, Small group and one-to-one tutoring.	The majority of these services are provided after school but tutoring is available before during and after school.
Mathematics	Extended day classes, Tutoring, Targeted Tutoring for Special Needs Students, Targeted Regents examination preparation.	Support will be provided in additional classes, Small group and one-to-one tutoring.	The majority of these services are provided after school but tutoring is available before during and after school.
Science	Extended day Classes, Tutoring and Targeted Regents Exam preparation	Support will be provided in additional classes, Small group and one-to-one tutoring.	The majority of these services are provided after school but tutoring is available before during and after school.
Social Studies	Extended day Classes, Tutoring and Targeted Regents Exam preparation	Support will be provided in additional classes, Small group and one-to-one tutoring.	The majority of these services are provided after school but tutoring is available before during and after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	JCC Beacon Program, New York Center for Interpersonal Development (NYCID), Relationship Abuse Prevention Program (RAPP), Crisis Counseling, Bereavement Counseling, Peer Mediation, Attendance Outreach, and Referrals to outside agencies	Many of these programs involve one-to-one work with students. In some cases group counseling is also available.	The majority of these support services are available throughout the school day. Our Beacon program which is run in partnership with the JCC is an after school program.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 31	Borough Staten Island	School Number 455
School Name Tottenville High School		

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

Principal William Dugan	Assistant Principal Michelle Castelli
Coach type here	Coach type here
ESL Teacher Marie Granite	Guidance Counselor Alla Patrick
Teacher/Subject Area Michelle Young/History	Parent Diane Toscano
Teacher/Subject Area Jacqueline Andrawis/Science	Parent Coordinator Connie Assennato
Related Service Provider type here	Other Sana Nabil-Aldrissi/Math3
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers	15	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	3	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	3977	Total number of ELLs	43	ELLs as share of total student population (%)	1.08%
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Part II: ELL Demographics

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained														0
SELECT ONE										13	12	8	9	42
Total	0	0	0	0	0	0	0	0	0	13	12	8	9	42

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities	15
SIFE	5	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	10

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	20	2	3	12	3	3	10		9	42
Total	20	2	3	12	3	3	10	0	9	42

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	6	3	6	19
Chinese											1			1
Russian										2	2	3	1	8
Bengali														0
Urdu														0
Arabic										5	2		1	8
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian											1	1	1	3
Other										2		1		3
TOTAL	0	0	0	0	0	0	0	0	0	13	12	8	9	42

Part III: Assessment Analysis

Assessment Breakdown

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

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)										3			1	4

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										6	3	1	3	13
Advanced (A)										3	9	6	7	25
Total	0	0	0	0	0	0	0	0	0	12	12	7	11	42

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!Und
4					
5					
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4									
5									
6									
7									
8									
NYSAA Bilingual (SWD)									

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	29		12	
Integrated Algebra	18	8	12	7
Geometry	12		4	
Algebra 2/Trigonometry	10		7	
Math				
Biology				
Chemistry	4		3	
Earth Science	7	2	0	1
Living Environment	14	16	5	9
Physics	3		1	
Global History and Geography	15	11	3	6
US History and Government	14	10	7	8
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Tottenville High School uses Achieve 3000 and NYS Periodic Assessments as tools to assess literacy skills of our ELLs. The initial Achieve data tool is a diagnostic exam. This establishes a baseline for the students and allows us to monitor growth throughout the year. The program helps with the grouping within the classroom for differentiated instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Tottenville High School uses Achieve 3000 and NYS Periodic Assessments as tools to assess literacy skills of our ELLs. The initial Achieve data tool is a diagnostic exam. This establishes a baseline for the students and allows us to monitor growth throughout the year. The program helps with the grouping within the classroom for differentiated instruction.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
At this time, I cannot provide you with this because the state did not provide us this information.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 4. a. After close examination of the ELL's Regents results, we find the results to vary from English to the Native Language][[.
Integrated Algebra - 66% passed the exam in English 88% in Native Language
Earth Science – 0% passed the exam in English 50% in Native Language
Living Environment – 36% passed the exam in English 57% in Native Language
Global History – 20% passed the exam in English 54% in Native Language
US History – 50% passed the exam in English 80% in Native Language
 - b. The results of the Periodic Assessments are used to guide instruction for the ELLs
 - c. Native language is supported through dictionaries/glossaries, and native language literature and periodicals.
Students are encouraged to use their native language as a means of communication. Students are partnered with a student that speaks their native language or are programmed in a content area class with a bilingual teacher
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Although, Tottenville is a high school we are providing Academic intervention services by having students sit in additional classes during their lunch period, ELL content area tutoring and peer tutoring.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Native language is supported through dictionaries/glossaries, and native language literature and periodicals. Students are encouraged to use their native language as a means of communication. Students are partnered with a student that speaks their native language or are programmed in a content area class with a bilingual teacher.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here: At this time Tottenville High School, does not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The evaluation of success for our ELLs is based on the results of the NYSESLAT and the NYS Regents examinations.

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. When a student enters Tottenville High School from another country, the student and parent/guardian are greeted by the Parent Coordinator and the ESL Coordinator/Teacher. An informal oral interview is conducted by a trained pedagogue; the HLIS form is given. The student and parent are then interviewed informally by a trained pedagogue. An interpreter is then provided (if needed). An oral interview is conducted and determination is made if the student needs to take the LAB-R/NYSITELL
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.
 2. After the Home Language Survey is given and the pedagogue has interviewed both the parents/guardian and student, the Parent Orientation is then conducted. The Lap and CR Part 154 is explained. The Parent Orientation video is shown in the target language and parents/guardians and students are given time to discuss their options. Questions are answered by the trained pedagogue. Parents will then make their choices, complete the Parent Survey and Program Selection Form. This process takes place upon enrollment of the student to Tottenville High School. Orientation takes place upon entry and determination of testing and interview.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 3. Once the child is deemed entitled as an ELL, Entitlement letters are given to the student and/or mailed to their homes. This process is explained to the parent/guardian upon their interview. The importance of the Program Selection Form is stressed at the orientation and in most cases the parents complete the forms and submit them at the orientation session. Copies of the Parent Selection Forms are kept by the ELL Coordinator. If Tottenville High School has enough students to open a Transitional Bilingual Education or a Dual Language Program, one will be put in place. Parent outreach is conducted via phone calls, letters, PTA meetings. Parents are also able to communicate with teachers via e-Chalk which is translated into multiple languages (34) and Skedula.
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.

Tottenville High School is constantly looking to improve their relationship/communication with students and their families. This is why we have incorporated e-Chalk into our learning community. E-Chalk is an online learning environment. Parents are able to find everything they need to communicate and collaborate with their children's school. They are able to stay informed with calendars, school programs, sports, activities and PTA newsletters. E-Chalk has the capabilities of translating up to 34 languages.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered to all ELLs at Tottenville High School yearly. The Speaking part is given individually in a separate location by a licensed ESL teacher. The Reading, Writing and Listening sections are administered by a licensed ESL teacher in a separate location. All testing guidelines imposed in the SAM are strictly enforced.
6. 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.) 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](#)

As shown above, Tottenville High School program model of ESL is aligned with the parent requests. Although consistently parents choose ESL, native language is supported through dictionaries/glossaries, and native language literature and periodicals. [see response to question here:](#)

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 1. Instruction is delivered in English (target language). Teachers of ESL students use a standard-based, cross-cultural format.
 - a. Instructional: Tottenville High School contains a freestanding ESL program. There are three levels:
 - Beginner – (includes literacy level) has one general E.S.L. class and two E.S.L. “workshop” classes that focus on listening/speaking and reading/writing.
 - Intermediate – students take two classes per day focusing on listening/speaking and reading/writing.
 - Advanced – E.S.L. students take one E.L.A. general education literature based course and one E.S.L. workshop.
 - b. ESL classes are homogeneous (proficiency level is the same in each class). The levels are determined by the NYSESLAT or the LAB-R/NYSITELL assessments.
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)?
 2. As per CR Part 154, Tottenville High School, delivers a freestanding ESL program model. In the freestanding ESL program, beginning and literacy level students have one general ESL class and two ESL “workshop” classes that focus on listening/speaking and reading/writing. Intermediate level students have two ESL classes per day. Advanced ESL students take one ELA literature-based course and one ESL workshop. ELL Students also take content classes in health education, science, math and social studies. Advanced level ESL classes serve students who have scored at the advanced level on the NYSESLAT assessment. ELL students with disabilities are identified as Special Education on the Individual Education Plan and are programmed for ESL as per their IEP.
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 foster language development and meet the demands of the Common Core Learning Standards.

3. Content area classes are taught in English incorporating the Common Core Learning Standards and adaptations are made according to the needs of the students. Teachers are informed in writing, as to which students are ELLs, their levels (based on the NYSESLAT and/or LAB-R) and how long they have been in the country. They are also advised that they are entitled to extended time on exams, are able to and encouraged to use glossaries and/or translators. If possible, students are partnered with other students that speak their native language which we have called our Student Ambassador Program.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Trained bilingual pedagogues assist in assessing student content area skills.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Based on the Common Core Learning Standards, content area classes are taught in English and adaptations are made according to the needs of the students. Teachers are informed in writing, as to which students are ELLs, their levels (based on the NYSESLAT and/or LAB-R) and how long they have been in the country. They are also advised that they are entitled to extended time on exams, are able to and encouraged to use glossaries and/or translators. If possible, students are partnered with other students that speak their native language which we have called our Student Ambassador Program. Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
- a. SIFE – To date, Tottenville High School has three Students with Interrupted Formal Education (SIFE). Tutoring is available during and after school. Easy language books, magazines, bilingual dictionaries and thesauruses are available. The diagnostic computer program called TeenBiz 3000 is used. It provides our SIFE students with literacy selections and tasks at different reading levels. Periodic assessments are made to monitor progress. ELL’s are provided with additional assistance in literacy, mathematics, science and other content area programs by participating in remedial courses. These courses provide homework assistance, schema building, enrichment, understanding concepts and test preparation. Classes and tutoring are available both on Saturdays and after school.
- b. Newcomers – Our ELLs that are in the United States 3 years or less are partnered with a Student Ambassador (referred to earlier). This student (if possible) is from the same country or speaks the same language. All students receive academic instruction as mandated by the CR Part 154 and the Language Allocation Policy. Instruction is customized to meet the students’ needs and NYC performance and NYS learning standards. As a community, we work collaboratively to provide meaningful learning experiences for students to improve, enhance and exceed in their academic and language performance. Administration, teachers, parents and staff of community organizations participate in professional learning opportunities addressing the ELL’s specific needs. Together we are embracing high standards for the entire school community.
- c. ELLs receiving services 4-6 years) – All students receive academic instruction as mandated by the CR Part 154 and the Language Allocation Policy. Instruction is customized to meet the students’ needs and NYC performance and NYS learning standards. Administration, teachers, parents and staff of community organizations participate in professional learning opportunities addressing the ELL’s specific needs. ELL’s are provided with additional assistance in literacy, mathematics, science and other content area programs by participating in remedial courses. These courses provide homework assistance, schema building, enrichment, understanding concepts and test preparation. Classes and tutoring are available both on Saturdays and after school funded through both our Extended Day Program and our after-school JCC Beacon Program. Teachers use a variety of methods, including scaffolding, graphic organizers, dialogues, journals, portfolio assessments, schema building, visuals, reflective charts, and contextualization, to insure optimum learning.
- d. Long Term ELLs (completed 6 years): All students receive academic instruction as mandated by the CR Part 154 and the Language Allocation Policy. Instruction is customized to meet the students’ needs and NYC performance and NYS learning standards. ELL’s are provided with additional assistance in literacy, mathematics, science and other content area programs by participating in remedial courses. These courses provide homework assistance, schema building, enrichment, understanding concepts and test preparation. Classes and tutoring are available both on Saturdays and after school. Teachers use a variety of methods, including scaffolding, graphic organizers, dialogues, journals, portfolio assessments, schema building, visuals, reflective charts, and contextualization, to insure optimum learning.
- e. Tottenville High School students that become Proficient in the NYSESLAT are closely monitored by the ESL Coordinator and ESL Guidance Counselor. Services are provided during the Regents, such as testing in a separate location, use of a word to word glossary, Native Language exams (if offered by NYS Education Department) and extended time. Partnerships are continued and encouraged by our staff with the parents. Students are able to become Student Ambassadors and assist newcomers. This is an excellent

way for the students to learn the value of community service and use their native language

7. 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?
 - e. ELLs identified as having Special Needs: ELL students with disabilities are identified as Special Education on the Individual Education Plan and are programmed for ESL as per their IEP. Instruction is customized to meet the students' needs and NYC performance and NYS learning standards. ELL's are provided with additional assistance in literacy, mathematics, science and other content area programs by participating in remedial courses.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELLs identified as having Special Needs: ELL students with disabilities are identified as Special Education on the Individual Education Plan and are programmed for ESL as per their IEP. Instruction is customized to meet the students' needs and NYC performance and NYS learning standards. ELL's are provided with additional assistance in literacy, mathematics, science and other content area programs by participating in remedial courses.

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:				
Social Studies:				
Math:				
Science:				

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

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

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

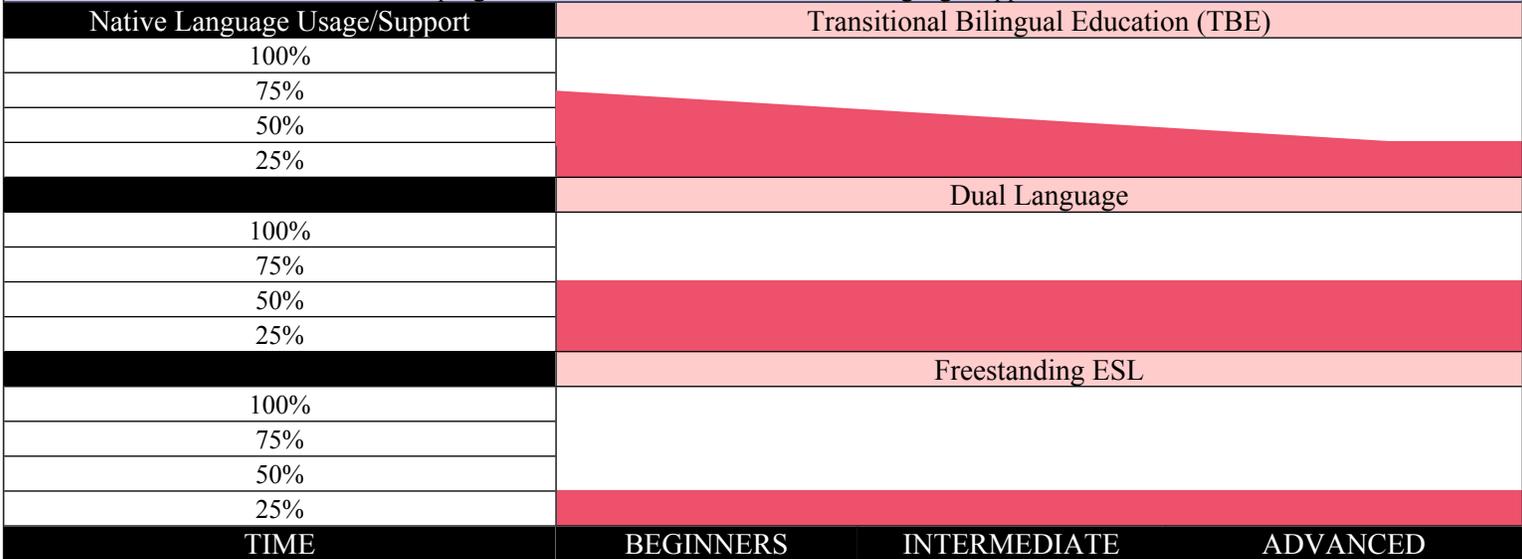
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language 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.



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

9. 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.

As discussed by the LAP Committee, we have decided to implement an after school tutoring program exclusively for ELLs. The subjects will be U.S. History, Global History, Living Environment and Earth Science. Resources, videos, bilingual glossaries and textbooks have been purchased in the native languages. Achieve 3000 is also used as an intervention source.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

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

11. What new programs or improvements will be considered for the upcoming school year?

As discussed by the LAP Committee, we have decided to implement an after school tutoring program exclusively for ELLs. The subjects will be U.S. History, Global History, Living Environment and Earth Science. Resources, videos, bilingual glossaries and textbooks have been purchased in the native languages. Achieve 3000 is also used as an intervention source.

12. What programs/services for ELLs will be discontinued and why?

We are not going to be discontinuing any programs

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Tottenville HS uses a variety of instructional materials such as Achieve 3000, Bilingual periodicals, dictionaries and glossaries. Textbooks in Global History have been purchased in Spanish.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native Language support is delivered through the use of Glossaries, Native Language periodicals, and textbooks when available. Achieve 3000 has a Spanish assist. Lap tops are in the ESL classrooms and are available for students to borrow. When possible students are placed with bilingual teachers in the content areas.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Instruction is delivered in English (target language). Teachers of ESL students use a standard-based, cross-cultural format.

- Instructional: Tottenville High School contains a freestanding ESL program. There are three levels:
- Beginner – (includes literacy level) has one general E.S.L. class and two E.S.L. “workshop” classes that focus on listening/speaking and reading/writing.
 - Intermediate – students take two classes per day focusing on listening/speaking and reading/writing.
 - Advanced – E.S.L. students take one E.L.A. general education literature based course and one E.S.L. workshop.

ESL classes are homogeneous (proficiency level is the same in each class). The levels are determined by the NYSESLAT or the LAB-R assessments.

As per CR Part 154, Tottenville High School, delivers a freestanding ESL program model. In the freestanding ESL program, beginning and literacy level students have one general ESL class and two ESL “workshop” classes that focus on listening/speaking and reading/writing. Intermediate level students have two ESL classes per day. Advanced ESL students take one ELA literature-based course and one ESL workshop. ELL Students also take content classes in health education, science, math and social studies. Advanced level ESL classes serve students who have scored at the advanced level on the NYSESLAT assessment. ELL students with disabilities are identified as Special Education on the Individual Education Plan and are programmed for ESL as per their IEP.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

At this time Tottenville High Schools does not have a Dual Language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Professional Development at Tottenville High School is on going throughout the school year and provided by school staff, support services and outside services. ESL and subject area teachers are involved in a variety of Common Core based staff development activities that insure the successful implementations of instructional strategies that enhance the education of ELLs. These activities include monthly department conferences and bulletins. Through the integration of local state and federal funds, Tottenville High School has made tremendous strides to ensure that teachers are better able to guide these students to meet the standards as shown in the Common Core Learning Standards at Professional Development at OELL and CFN 405 training. Ongoing staff development sessions will include such topics as ESL in the content Areas, the NY State Regents Examinations, the Applied Learning Standards, QTEL, and lesson planning that includes ELL Students, Literature-Based Instruction for English Language Development, and Differentiated Instruction. Tottenville High School is also working closely with the Teen Biz computer program. Our ESL teachers will be attending workshops with the above mentioned as well as Teen Biz 3000 to improve instruction.

2. Through the integration of local and federal funds, Tottenville High School has made tremendous strides to ensure that teachers are better able to guide these students to meet the Common Core Learning Standards. On going Staff development will include such topics such as ESL in the content areas, The New Common Core Regents Exams, The Common Core Learning Standards and lesson planning that includes aELL Students, and Literature-Based Instruction for English Language Development. Tottenville High School is working closely with Achieve 3000 to improve instruction.

3. Support is provided to ELLs as they transition from middle school to high school through workshops, physical education classes and a buddy system (with upper classmaen). Mrs. Granite, our ESL Coordinator guides the freshmen throughout the year.

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

D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for parents of ELLs.
 2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 3. How do you evaluate the needs of the parents?
 4. How do your parental involvement activities address the needs of the parents?
 1. & 2. As part of our commitment to the complete education of our students, we strive to develop a close partnership with parents of ELLs and community members. We encourage this involvement as a way to broaden our students' educational experience and strengthen parental support and participation in all areas of our school. We provide meaningful orientation and guidance for parents of newly enrolled ELLs, as to their program choices including, school rules, expectations and their rights under the law. We provide opportunities for all parents to become familiar with various programs offered in our school by way of PTA meetings, orientation nights, conferences, workshops and bilingual letters home. Links are maintained with parent leadership and community based organizations. In addition, we work closely with groups that serve immigrants, with feeder schools and with institutions of higher education. Field trips to the New York City Public Library as well as TD Bank take place with our ELL population and their families. Translators are always provided as needed.
 3. The needs of our parents are evaluated at the parent workshops and orientations. A warm friendly atmosphere is evident our Parent Center. Parents are encouraged to come to school, meet with the Parent Coordinator, ELL Coordinator and our Bilingual Guidance Counselor with not only educational needs but community needs as well.
 4. The needs of our ELLs' parents vary. An open, friendly relationship is maintained throughout the year. Parents are encouraged to communicate any needs they have with their child's Guidance Counselor, Parent Coordinator and ELL Coordinator.
- Paste response to questions here:

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Tottenville High School

School DBN: 455

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
William Dugan	Principal		10/8/13
Michelle Castelli	Assistant Principal		10/8/13
Connie Assennato	Parent Coordinator		10/8/13
Marie Granite	ESL Teacher		10/8/13
Diane Toscano	Parent		10/8/13
Michelle Young/Social Studies	Teacher/Subject Area		10/8/13
Jacqueline Andrawis/Science	Teacher/Subject Area		10/8/13
Sana Abil-Aldrissi/Math	Coach		10/8/13
	Coach		1/1/01
Alla Partick	Guidance Counselor		10/8/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R455 School Name: Tottenville High School

Cluster: 4 Network: 405

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

Part A: Needs Assessment Findings

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

Tottenville High School is always looking to improve their relationship/communication with students and their families. This is why we have incorporated e-Chalk into our learning community. E-Chalk is an online learning environment. Parents are able to find everything they need to communicate and collaborate with their children's school. They are able to stay informed with calendars, school programs, sports, activities and PTA newsletters. E-Chalk has the capabilities of translating up to 34 languages. We provide opportunities for all parents to become familiar with various programs offered in our School by way of PTA meetings, orientation nights, conferences, workshops. We offer refreshments at these events. Links are maintained with parent leadership and community based organizations. In addition, we work closely with groups that serve immigrants, with feeder schools and with institutions of higher education.

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.

When a student enters Tottenville High School from another country, the student and parent/guardian are greeted by the Parent Coordinator and the ESL Coordinator/Teacher. An informal oral interview is conducted by a trained pedagogue; the HLIS form is given. The student and parent are then interviewed informally by a trained pedagogue. On staff, we have trained pedagogues that speak Polish, French, Spanish, Italian, Russian, Urdu, Punjabi, Hindi and various other languages. An interpreter is then provided (if needed in the target language). When the parent/guardian completes the Emergency Home contact card, the parent indicates their preferred language of communication, both written and oral. That information is then entered into our system. We then proceed with their preferred language of communication.

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.

All our school memos are posted on our school web site, E-Chalk. E-Chalk has the capabilities to translate up to 34 languages. School correspondence is printed in the target language from E-Chalk and given to the students to take home. Progress reports have been translated in various languages. L.I.S. Translations is retained to fulfill any other translation or interpretation needs not able to met by E-Chalk, School Messenger and staff.

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.

At Tottenville High School, we have many staff members that are bilingual and are available for translations. Those languages include but are not limited to, Arabic, Urdu, Punjabi, Italian, Spanish, Bulgarian, French, Russian and Hindi. All our school memos are posted on our school web site, E-Chalk. E-Chalk has the capabilities to translate up to 34 languages. School correspondence is printed in the target language from E-Chalk and given to the students to take home. Progress reports have been translated in various languages. L.I.S. Translations is retained to fulfill any other translation or interpretation needs not able to met by E-Chalk, School Messenger and staff.

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>.

During the Parent Orientation, parents are provided with Home Language Survey and the Parent's Bill of Rights in the target language. The parents are asked to indicate the preferred language of communication both oral and written.

2012-13 Comprehensive Education Plan (CEP)

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: Tottenville High School	DBN: 455
Cluster Leader: Chris Groll	Network Leader: Bill Bonner
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:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
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: With our Title III Funds we offer ELL Science Tutoring in both Living Environment and Earth Science prior to start of the regular school school day. These classes are offered to both our current ELLs and our former ELL population. These classes offer academic vocabulary, concepts and hands on lessons to ensure academic success in all the areas of science. These classes support the Living Environment and Earth Science curriculum through The Common Core Learning Standards (CCLS). Virtual Learning books, CDs and DVDs have been purchased with Title III funds to support and enhance this instruction.

Global and U.S. History tutoring is available after school on Tuesday and Thursday. It is limited to ELLs and Former ELLs. Two Special Education ELLs, who's I.E.P.s mandate the service a a bilingual paraprofessional, are involved in the before and after school tutoring. These classes offer academic vocabulary, concepts and hands on lessons in conjunction with The Common Core Learning Standards. Glossaries, dictionaries and NLA textbooks are used to support our ELLs. Class sets of history textbooks and workbooks will be purchased for our ELL population to support this initiative. The textbooks and workbooks are from National Geographic Learning, Gateway to History. The softcover textbook costs \$33.26. The workbooks cost \$18.15 and the teachers additions are \$86.90.

E.L.L.s that are in E.S.L. longer than three years (long-term E.L.L.s) have supplementary instruction before and/or after the regular school day that focus on listening/speaking and reading/writing. Tutoring is also offered preparing students for the Regents Exam. We also offer college prep courses through our Guidance Department and Beacon Program. Our students are encouraged to attend The College Bound Saturday Program at Wagner College. This is a program for ELLs and Former ELLs to prepare them for the college application process as well as college.

Part C: Professional Development

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

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

Begin description here: Professional Development Program – Professional Development at Tottenville High School is on going and provided by school staff, support services and outside services. ESL and subject area teachers are involved in a variety of staff development activities that insure the successful implementations of instructional strategies that enhance the education of ELLs. These activities include monthly department conferences and bulletins as well as utilizing weekly teacher team time as part of

Part C: Professional Development

our school based option.² Through the integration of local state and federal funds, Tottenville High School has made tremendous strides to ensure that teachers are better able to guide these students to meet the standards as shown in the core curriculum of New York State. Ongoing staff development sessions will include such topics as ESL in the content Areas, the NY State Regents Examinations, The Common Core Learning Standards and lesson planning that includes ELL Students, and Literature-Based Instruction for English Language Development. Tottenville High School is also working closely with the Teen Biz computer program. Our ESL teachers will be attending workshops with the above mentioned as well as Teen Biz 3000 to improve instruction.

During September's Staff Development, Executive Leadership Institute (ELI) was retained by Tottenville High School. Professional Development was held for the entire staff. Topics included but were not limited to:

1. Myths of Second Language Acquisition
2. Ways to Differentiate
3. Differentiating Instruction by Content
4. Differentiating Instruction by Process
5. Instructional Strategies According to Stages of Language Acquisition
6. Differentiating Instruction by Product

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: Tottenville High School is always looking to improve and strengthen our relationship/communication with students and their families. This is why we have incorporated e-Chalk into our learning community. E-Chalk is an online learning environment. Parents are able to find everything they need to communicate and collaborate with their children's school. They are able to stay informed with calendars, school programs, sports, activities and PTA newsletters. E-Chalk has the capabilities of translating up to 34 languages. We also have planned a trip to the Library for both the parents and the students. We provide opportunities for all parents to become familiar with various programs offered in our School by way of PTA meetings, orientation nights, conferences, workshops. We offer refreshments at these events. Links are maintained with parent leadership and community based organizations. In addition, we work closely with groups that serve immigrants, with feeder schools and with institutions of higher education. Field trips to the New York City Public Library as well as TD Bank take place with our ELL population and their families. On November 14, Tottenville High School will hold a Parent Information Night for the Deferred Action Plan. Guest speakers will be present and refreshments will be served. We have a Russian Bilingual Guidance Counselor. She addresses the needs of our ELL parents. She discusses the importance of Regents, Advanced Regents Diplomas, High School Transcripts and College and Career Readiness. She assists in our ELL Parent Workshops.

Part E: Budget

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

Allocation Amount: \$		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$8,180	Paraprofessionals Guidance Counselors Teachers
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$620	Curriculum and Staff Development
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$2,400	Workbooks for Global and U.S. History supplemental class
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		