



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** STATEN ISLAND TECHNICAL HIGH SCHOOL

**DBN (i.e. 01M001):** 31R605

**Principal:** MARK ERLLENWEIN

**Principal Email:** MERLENW@SCHOOLS.NYC.GOV

**Superintendent:** AIMEE HOROWITZ

**Network Leader:** JOSEPH ZAZA

### 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
Mark Erlenwein	*Principal or Designee	
Eric Olsen	*UFT Chapter Leader or Designee	
Victoria Colella	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Nada Fadl	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Caren Carabello	Member/ Parent	
Laura Fracchiolla	Member/ Parent	
Karin McQueen	Member/ Parent	
Erin O'Malley	Member/ Parent	
Daniela Schroeder	Member/ Parent	
Kristen Fusaro	Member/ Teacher	
Alexis Kirschbaum	Member/ Teacher	
Nataliya Ushakova	Member/ Teacher	
Gregory Tam	Member/ Student	
Martin Hsu	Member/ Student	
Joseph Manzo	Member/ Assistant Principal	
	Member/	

# **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.

## **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.
- 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).

### **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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.

During the 2013 – 2014 school year, it is expected that **50%** (4 out of 8) of the following “Performance Sub-Targets” where students get 85 or higher on the respective Regents examination, will be achieved:

1. **Comp. English Regents:** 75% of the exams graded will have a score of 85% or higher
2. **Comp. Global History Regents:** 85% of the exams graded will have a score of 85% or higher
3. **Comp. US History & Gov’t Regents:** 85% of the exams graded will have a score of 85% or higher
4. **Comp. Russian Regents:** 85% of the exams graded will have a score of 85% or higher
5. **Comp. Algebra Regents:** 50% of the exams graded will have a score of 85%
6. **Comp. Living Environment Regents:** 80% of the exams graded will have a score of 85% or higher
7. **Comp. Chemistry Regents:** 50% of the exams graded will have a score of 85% or higher
8. **Comp. Physics Regents:** 60% of the exams graded will have a score of 85% or higher

### 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.

- Comparison of school-wide Advanced Placements scores since 2005.
- SLT & Department Team analysis of Staten Island High School State Regents Scores.
- Analysis of Classroom level subgroup data gathered by the use of Data Management Tools such as Datacatation, Daedalus, Naviance, Clickers, item / question analysis, oral review, etc.
- Analysis of the diverse learning needs of all students (Using the Naviance Learning Needs Survey), including young women and men with disabilities and ELLs.
- Graduation Cohort Statistics / Discipline Majors Declared

### 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. Implementation of aligned CCSS within subject course **curriculum / curriculum map**, which contained rich performance tasks that support rigorous habits-of-mind and higher order thinking skills – **“Moving Students Beyond Grade-Level.”**
2. Using **Data Assessment Tools** (iPads, clickers, item / question analysis, oral review, Datacatation, Daedalus, etc.) to identify trends and make classroom level decisions with regard to student and key subgroup performance, ex., In-the-Moment Assessment Techniques.
3. Utilizing literacy modules, primary source documents and student assessment information to influence school-wide decision-making among all constituency group members with regard to Common Core Integration and its respective instructional practices / curriculum implementation, and fair and credible assessment.
4. Providing structured Professional Development/Collaborations (PD) with teacher teams focusing on the Danielson Framework of Teaching, engaging teachers in an ongoing inter-visitation program with their colleagues, developing exemplary artifacts aligned to Danielson Domain 1 and 4, as well implementing highly effecting engagement practices focusing on Danielson Domains 2 and 3.
5. Conduct monthly Departmental Teacher Team meetings to evaluate progress of the implementation of 2013-2014 Schoolwide Instructional Expectations (I. Prepare: Set up to meet higher standards; II. Implement: Move students toward meeting higher standards; III. Assess: Review evidence of meeting higher standards)
6. Putting into action and publicizing practices that encourage students to do their best and develop rigorous and meaningful academic goals. Further involve students, parents, and educators in a partnership to promote student learning through the continued usage of our Learning Management System Suite of Tools (Skedula / Pupil Path / Daedalus / Naviance / ARIS)

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

1. Teachers / Departmental Coordinators and Principal/Assistant Principals and the School Leadership Team will monitor the progress of implementation though, Common Period Planning Meetings, Department Conferences, Faculty Conferences, Monthly Teacher Team Departmental Meetings, In/Out-of-School Professional Development Sessions.

2. Student, Parent, Teachers, Departmental Coordinators, Assistant Principals and the School Leadership Team usage of our Learning Management System Suite of Tools will facilitate the data input/output and communications exchange necessary to identify trends and make classroom level decisions with regard to student and key subgroup performance.
3. A collaboration with the Teacher's College at Columbia University and the Department Assistant Principals/Coordinators is fostering the development and integration of subject specific Common Core Literacy modules, with associated assessment components for monitoring the success of respective instructional practices / curriculum implementation.
4. A ten-month comprehensive Professional Development Schedule has been developed and implemented for teachers focusing on the Danielson Framework for Teaching, Artifact Development, 1:1 iPad integration, Classroom Engagement Models and Common Core Implementation and Assessment Modeling.
5. All teachers, department coordinators, administrators and the academic intervention services team will meet monthly with the principal, by department, to evaluate progress of the implementation of the 2013-2014 NYC DOE Instructional Expectations.
6. Student, Parent, Teachers, Departmental Coordinators, Assistant Principals and the School Leadership Team usage of SI. Tech's Learning Management System Suite of Tools will continually assess practices that encourage students to do their best through continued analysis the Learning Environment Survey, Academic Trends on Skedula, conduct and analyze the Learning Style Needs Surveys administered to all students.

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

1. Regular revisiting of CCSS aligned curriculum maps created, submitted, collaborated and shared via Google Apps for Education on a school-wide basis, aligned to the 2013-2014 curriculum sequence and reflected in the observation process for accountability purposes.
2. Staten Island Tech's suggested Artifact # 6 Template and December Professional Development Series focuses on the proper use of Data Assessment tools to identify trends and make classroom level decisions with regard to student and key subgroup performance through a presentation of best practices and modeling, while maintaining a school wide standard for these practices and protocols.
3. Data collected from the Columbia University Literacy Module Assessments will be used to evaluate the success of this strategy and be utilized in driving further decisions making with continued integration of the CCLS in all curricula.
4. Attendance and per-session sheet submissions will be evaluated to evaluate the frequency of teacher participation, along with an evaluation of submitted Artifacts, which serve as the primary focus for the monthly Professional Development series, and implementation of these practices in teacher lessons as evidenced via the observation process.
5. Teacher Team Department meetings will meet monthly and review Faculty Conference, Departmental Conference, School Leadership Team, PTA Meeting, Student Organization Consultative Council and Academic Intervention Services Team feedback, along with monthly Skedula (Datacation) Data Analysis Reports to assess the progress of the implementation of the 2013-2014 NYC DOE Instructional Expectations.
6. An analysis of system-wide usage of school-based Learning Management Systems and a Learning Style Needs Survey will serve to identify target areas for growth.

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

1. 9/13 – 2/14, at least once a month via the aforementioned meetings.
2. 9/13 – 6/14, daily, being our learning management system is the central communications center of our school from an academic, data-analysis and communications standpoint.
3. 9/13 – 2/14, 1 module per month x 3 sessions per month in Science Classrooms, expanding towards other subject areas, with the survey assessment and follow up occurring at the commencement of each module and beginning of the next module.
4. 9/13 – 6/14, 6 sessions/hours of Professional Development available each month, of which 1 of the 6 hours is paid at per-session rate.
5. 9/13 – 6/14, 10 sessions per year, meeting once per month.
6. 9/13 – 6/14, daily, being our learning management system is the central communications center of our school from an academic, data-analysis and communications standpoint.

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

1. Teacher Departmental Teams Teachers / Departmental Coordinators and Principal/Assistant Principals and the School Leadership Team meet 2 of the 3 times during the school day, while once per month during the SLT meeting after school.
2. Teachers are engaged in the process of using Data Assessment Tools on a daily basis as part of their regular practice of interacting with our Learning Management System. Specific Professional Development Sessions and Artifact Templates have been developed and are being used to model and capture proper usage of these Data Tools amongst the aforementioned constituents.
3. Science and additional subject area teachers will be incorporating 1 module per month x 3 sessions per month in, with the survey assessment and results follow up occurring at the commencement of each module and beginning of the next module.
4. A school-based professional developer will be conducting 6 sessions/hours of Professional Development available to all teachers each month, of which 1 of the 6

hours is paid at per-session rate.

5. Teacher Departmental Teams and the Principal/Assistant Principals meet monthly during the school day, with a follow-up reported once per month during the SLT meeting after school.
6. Teachers are engaged in the process of using our Learning Management System and Data Assessment Tools on a daily basis as part of their regular practice of encouraging students to do their best and develop rigorous and meaningful academic goals. Specific Professional Development Sessions (6 monthly sessions) and Artifact Templates (8) have been developed and are being used to model and capture proper usage of these practices amongst the aforementioned constituents.

### **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).

1. S.I. Tech continues to provide parents /guardians with training and access to: ARIS; Datacation (Online Grade Keeping); Daedalus; Naviance; and SITHS Website. This action allows for greater transparency with accountability, as well as opportunity for a stronger partnership with trust. By fostering this web-based communication, parent / guardian can compare his/her student's performance level to the benchmarks established in this goal.
2. On-line posting of Advanced Placement Criteria and Subject Class Grading Policies.
3. Extensive Academic Intervention Services (AIS) Outreach. Student failing two or more classes have a guidance conference with principal and parent/guardian.
4. Parent Coordinator conducts workshops for parents/guardians and collaborates frequently with this cohort on a variety of school matters.
5. Parent/guardian needs are expressed in several forums including School Leadership Team, the Parent Teacher Association, and the Parent Initiative Committee that was started in 2009, as a direct result of the request to meet parent needs more directly. Steps are being taken to make these meetings more available through the usage of a conference call poly-com system.
6. Translation services through The Office of Translation and Interpretation are available upon request, thus creating a more welcoming school.

### **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.

During the 2013-14 observation process period, **95%** of all teachers during their "formal" pedagogical evaluations will have "Met" Sub-group Proficiency / Effectiveness (A rating of 3 or higher in Advance) in at least four of the Categories 1-6 below:

- a. **Designing Coherent Instruction (Danielson 1e)**, as evidenced in each lesson by the incorporation of a Think-Pair-Share, a high level Custer Activity, and alignment of instructional objectives with CCLS.
- b. **Establishing a Culture for Learning (Danielson 2b)**, as evidenced by teacher and student commitment, beliefs, investments, expectations, interactions, and/or responsibilities.
- c. **Managing Student Behavior (Danielson 2d)**, as evidenced by generally appropriate student behavior, teacher monitoring of student behavior against school-wide standards, and teacher response to student misbehavior (i.e., consistent, proportionate and respectful).
- d. **Using Questioning & Discussion (Danielson 3b)**, as evidenced by teacher and student questions and interaction.
- e. **Engaging Students in Learning (Danielson 3c)**, as evidenced by tasks and activities that are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students.
- f. **Using Assessment in Instruction (Danielson 3d)**, as evidenced by regular use of assessment during instruction, monitoring of progress of learning by teacher and/or students, and students appear to be aware of the assessment criteria.

OR

"Met" Sub-group Proficiency / Effectiveness (A rating of 3 or higher in Advance) in at least 2 of the 6 above Categories 1-6 during any "informal" classroom visit by a school administrator/supervisor.

## **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.

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

## **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.

### **1. Strategies/activities that encompass the needs of identified subgroups**

1. **MEETING CITYWIDE INSTRUCTIONAL EXPECTATIONS: PREPARE-** Set up to meet higher standards I. Implement curricula aligned to standards in all content areas. II. Implement new system of teacher evaluation and development. III. Organize the school to meet the needs of all students; **IMPLEMENT- Move students toward meeting higher standards** I. Students: Experience rigorous instruction. Teachers: Shift classroom practice. School leaders: Actively support teacher growth. **ASSESS: Review evidence of meeting higher standards** I. Create systems to look for evidence of growth and gaps and make adjustments.
2. "In **PREPARING**," aligned curriculum will be implemented via reference of the schoolwide shared curriculum maps developed and collaborated with using Google Apps for Education, which also serves as a digital depository for all components of providing Observation Feedback and Submission of Artifacts for the new Teacher Evaluation system, as well as also electronically connects teachers-to-students, and students-to-students, in collaborating and submitting work aligned to the New York State and Common Core Learning standards.
3. "In **IMPLEMENTING**," Teachers will ensure all students take a more active part in learning by incorporating into daily lessons all three of the following instructional strategies: a) Facilitating creative student thinking through application of questioning techniques which afforded students ample opportunity to build on one another's thoughts; b) Intermittently having students "Pair-Share" or Obtain Information from Someone Other than the Teacher; c) Assigning a Pre-Planned Cluster / Small Group Activity
4. "In **ASSESSING**," use S.I. Tech's Learning Management System Suite of Tools to continually assess practices that enable students to meet the higher standards established within the curriculum alignment and shifts, and as indicated in Tech's Mission Statement, will continue to infuse within the school's overall program, learning experiences that promote the development of exemplary character, scholarship, service, leadership, and citizenship in all students, and adhere to the school's Pledge for Educational Excellence thus allowing for the teaching of high-level content, subject-related materials with optimum student engagement on a daily basis.
5. Use technology to further integrate and expand deeper levels of critical and creative thinking / literacy in all aspects of the instructional program.

### **2. Key personnel and other resources used to implement each strategy/activity**

1. All Teachers, Administrators, Academic Interventions Team and Data Specialist
2. All Teachers, Administrators and Students
3. All Teachers, Pupil Personnel Services Staff
4. All Teachers, Administrators and Students
5. All Teachers and Students

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

1. Teacher Team Department Meetings held with the departmental administrator and the principal will be held monthly, during the day to track the progress of the implementation of the 2013-2014 Citywide Instructional Expectations.
2. Google Apps for Education and our school's Learning Management System (Skedula) will be used schoolwide between students, teachers, administrators and guidance counselors to track all students' academic progress with a depository for sample of student work to be collected and shared, between students and teachers, while Google Apps for Education will also serve as a depository for all classroom observation feedback and associated artifacts, with current rating status available for teachers to track their progress throughout the observation process.
3. The new Observation Process will afford administrators the ability to provide meaningful feedback, with a focus on Danielson's Domain 3 – Instruction, and providing measured feedback to the teachers.
4. S.I. Tech's Student Profiler system (in-house digital portal which uses academic, attendance, and a student's character, scholarship, service, leadership, and citizenship collected data) along with using Skedula (LMS) is designed to measure character, scholarship, service, leadership, and citizenship against the four pillars of the National Honor Society to evaluate if students meet the 90<sup>th</sup> percentile rating required to earn entry into Staten Island Tech's National Honors Society chapter.

5. The four-year implementation of the 1:1 iPad Digital Education Learning Initiative will allow for the integration of highly effective learning modalities and engagement activities with an emphasis on differentiated learning, literacy across the curriculum and in-the-moment feedback data to provide students and teachers with the tools to develop creative thinking and writing skills to apply to real-world applications.
- 4. Timeline for implementation and completion including start and end dates**
1. 9/13 – 6/14 daily
  2. 9/13 – 6/14 daily
  3. 9/13 – 6/14 daily
  4. 9/13 – 6/14 daily
  1. 9/13 – 6/14 daily
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. All teachers and administrators are responsible for their respective role in the implementation of 2013-2014 Citywide Instructional Expectations. Protocols and procedures will be executed on a daily basis.
  2. All teachers through scheduled common time and preparation periods will access Google Apps for Education on a daily to weekly basis and continue to collaborate on curriculum maps, while accountability will be in place with regards to curricular alignment using the artifact submission process and posting of Observation Feedback from administrators on Google Apps for Education at least 4 times for the in-class observation process and 8 times per year through the submission of artifacts.
  3. At least 4 occurrences of in-class observations along with an evaluation of 8 submitted artifacts will be used to support this instructional strategy/activity.
  4. Weekly review of Skedula and S.I. Tech's Student Profiler system will provide teachers and the Student Scholarship Committee (composed of teachers, guidance counselors and administrators) with the data necessary to evaluate targeted areas.
  5. A school-based professional developer will be conducting 6 sessions/hours of Professional Development available to all teachers each month, of which 1 of the 6 hours is paid at per-session rate, with two of the 6 sessions focusing on the 1:1 iPad integration.

**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).
1. S.I. Tech continues to provide parents /guardians with training and access to: ARIS; Datacation (Online Grade Keeping); Daedalus; Naviance; and SITHS Website. This action allows for greater transparency with accountability, as well as opportunity for a stronger partnership with trust. By fostering this web-based communication, parent / guardian can compare his/her student's performance level to the benchmarks established in this goal.
  2. On-line posting of Advanced Placement Criteria and Subject Class Grading Policies.
  3. Extensive Academic Intervention Services (AIS) Outreach. Student failing two or more classes have a guidance conference with principal and parent/guardian.
  4. Parent Coordinator conducts workshops for parents/guardians and collaborates frequently with this cohort on a variety of school matters.
  5. Parent Coordinator conducts building tours which permit parents / guardians to visit classrooms to learn more about Tech's methodologies for delivering instruction.
  6. Parent/guardian needs are expressed in several forums including School Leadership Team, the Parent Teacher Association, and the Parent Initiative Committee that was started in 2009, as a direct result of the request to meet parent needs more directly. Steps are being taken to make these meetings more available through the usage of a conference call poly-com system.
  7. Translation services through The Office of Translation and Interpretation are available upon request, thus creating a more welcoming school.

**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 #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.

During the 2013/2014 school year, have **90%** of the **60** SITHS teachers plus **3** supervisors visit similar schools and/or in-house classrooms to learn different ways of organizing learning as well as provide opportunity for sharing and monitoring "Effective Teaching Practices."

**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.

1. Quality & Peer Review Feedback / Recommendations
2. CFN 2 Principal Cohort visits to top schools (Budget Permitting).
3. Teacher feedback from Comprehensive Rubric Observation Process which embraces teacher classroom inter-visitations
4. Teacher feedback and use of Supervisory and/or Collegial feedback

**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.

**9. Strategies/activities that encompass the needs of identified subgroups**

1. Establish teacher ownership of the school's Vision and Mission Statement.
2. Arrange for SITHS supervisors and faculty to visit similar schools and participate in inter-visitations within the school.
3. Encourage assistant principals and faculty to participate in relative college courses and DOE sponsored workshops.
4. Share, acknowledge, and encourage "Best Teaching Practices" as well as the "Shifts in Teaching."
5. Provide teachers with written explicit supervisory recommendations based upon evidence gathered during walk-throughs, and formal and informal observations. + State and clarify for teachers the basic elements which must appear in their daily lessons. + Talk to teachers about their professional assignments and its impact on their professional growth and classroom effectiveness and / or instruction. + Review with teachers their 30-Minute Teacher Extended Time Tutoring statistics as well as examined how to increase their number of student contacts during this time in an effort to improve overall student performance in their current classes. + Discuss the percentage and number of students in each department with Regents grades above 85 as well as explore how these grades affected the shift in the types of diplomas being granted to our young women and men.
6. Discuss supervisory expectations and/or challenges stated in prior observation reports and compare/measure/analyze changes made in follow-up observations using the Danielson Rating System to measure growth.

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

1. Teachers and Administration
2. Teachers, Guidance Counselors and Administration
3. Teachers, Guidance Counselors, Paraprofessionals and Administration
4. Teachers and Administration
5. Teachers and Administration
6. Teachers and Administration

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

1. The School Leadership Team will conduct an analysis of three years of key Learning Environment Survey components to identify areas of strengths and weaknesses to be addressed.
2. As per an agreement between the UFT and Administration, an optional/suggested inter-visitation process has been setup for teachers and administrators to log participation for evaluation as an artifact via the S.I. Tech Google Apps for Education portal.
3. As per an agreement between the UFT and Administration, an optional/suggested process has been setup for teachers and administrators to attend relative college courses and DOE sponsored workshops and log participation for evaluation as an artifact via the S.I. Tech Google Apps for Education portal.
4. As per an agreement between the UFT and Administration, an optional/suggested process has been setup for teachers and administrators to share, acknowledge, and encourage "Best Teaching Practices" as well as the "Shifts in Teaching" and log such occurrences for evaluation as an artifact via the S.I. Tech Google Apps for Education portal.
5. As per an agreement between the UFT and Administration, all Observation Feedback, Observation Reports, Rating Summaries, Artifacts Submissions, Lesson Plans and Curriculum Maps will be submitted and reviewed via the S.I. Tech Google Apps for Education portal.
6. As per an agreement between the UFT and Administration an interactive rating portal has been created aligned to Danielson's Framework for Teaching to track the progress amongst all 22 competencies and each domain over the entire year-long observation cycle via the S.I. Tech Google Apps for Education portal.

**12. Timeline for implementation and completion including start and end dates**

1. 9/13 – 12/13
2. 9/13 – 6/14
3. 9/13 – 6/14

4. 9/13 – 6/14
5. 9/13 – 6/14
6. 9/13 – 5/14

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

1. The School Leadership Team, composed of 15 participants (composed of Students, Parents, Teachers and Administrators), will meet once per month, focusing on this strategy/activity for four of the ten schedule SLT meetings at the standard SLT stipend rate.
2. All 60 teachers and 4 administrators have access to utilize the S.I. Tech Google Apps for Education portal to log participation in the inter-visitation process for evaluation as one of eight submitted artifacts for evaluation.
3. All 60 teachers have access to utilize the S.I. Tech Google Apps for Education portal to log participation in relative college courses and DOE sponsored workshops for evaluation as one of eight submitted artifacts for evaluation.
4. All 60 teachers have access to utilize the S.I. Tech Google Apps for Education portal to share, acknowledge, and encourage “Best Teaching Practices” as well as the “Shifts in Teaching” and log such occurrences for evaluation as an artifact.
5. All 60 teachers and 4 administrators have access to utilize the S.I. Tech Google Apps for Education portal to read/post Observation Feedback, Observation Reports, Rating Summaries, Artifacts Submissions, Lesson Plans and Curriculum Maps.
6. All 60 teachers and 4 administrators have access to utilize the S.I. Tech Google Apps for Education portal to use the interactive rating portal, which has been created and aligned to Danielson’s Framework for Teaching to track the progress amongst all 22 competencies and each domain over the entire year-long observation cycle.

**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).

1. Tech continues to provide parents /guardians with training and access to: ARIS; Datacation (Online Grade Keeping); Daedalus; Naviance; and SITHS Website. This transparency comes with responsibility and ample opportunity for parents / guardians to voice their insights with regard to the usage of ideal / effective teaching practices.
2. Parent Coordinator conducts building tours which permit parents / guardians to visit classrooms to gain insight with regard to the implementation of ideal / effective teaching practices.
3. Translation services through The Office of Translation and Interpretation are available upon request.

**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 #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.

**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.

**7. Strategies/activities that encompass the needs of identified subgroups**

2.

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

1.

<b>9. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>10. Timeline for implementation and completion including start and end dates</b>
1.
<b>11. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
6.

**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.					

**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.

<b>8. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>9. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>10. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>11. Timeline for implementation and completion including start and end dates</b>
1.
<b>12. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ol style="list-style-type: none"> <li>1. Extended Day Tutoring</li> <li>2. Teacher Tutoring</li> <li>3. Regents Prep</li> <li>4. Peer Tutoring</li> <li>5. Failure Meetings</li> </ol>	<ol style="list-style-type: none"> <li>1. 1:10 Teacher : Student Ratio</li> <li>2. Small Group</li> <li>3. Small Group</li> <li>4. 1:1 Student : Student</li> <li>5. Parent, Student, GC, Parent, Coord., Admin.</li> </ol>	<ol style="list-style-type: none"> <li>1. 30-mins / 8 Periods / School Day / Mon-Fri</li> <li>2. 41 mins./School Day/ C-6 Professional Period</li> <li>3. After School / Saturdays</li> <li>4. School Day</li> <li>5. 1 period meeting after marking period 1-5</li> </ol>
<b>Mathematics</b>	<ol style="list-style-type: none"> <li>1. Extended Day Tutoring</li> <li>2. Teacher Tutoring</li> <li>3. Regents Prep</li> <li>4. Peer Tutoring</li> <li>5. Failure Meetings</li> </ol>	<ol style="list-style-type: none"> <li>1. 1:10 Teacher : Student Ratio</li> <li>2. Small Group</li> <li>3. Small Group</li> <li>4. 1:1 Student : Student</li> <li>5. Parent, Student, GC, Parent, Coord., Admin.</li> </ol>	<ol style="list-style-type: none"> <li>1. 30-mins / 8 Periods / School Day / Mon-Fri</li> <li>2. 41 mins./School Day/ C-6 Professional Period</li> <li>3. After School / Saturdays</li> <li>4. School Day</li> <li>5. 1 period meeting after marking period 1-5</li> </ol>
<b>Science</b>	<ol style="list-style-type: none"> <li>1. Extended Day Tutoring</li> <li>2. Teacher Tutoring</li> <li>3. Regents Prep</li> <li>4. Peer Tutoring</li> <li>5. Failure Meetings</li> </ol>	<ol style="list-style-type: none"> <li>1. 1:10 Teacher : Student Ratio</li> <li>2. Small Group</li> <li>3. Small Group</li> <li>4. 1:1 Student : Student</li> <li>5. Parent, Student, GC, Parent, Coord., Admin.</li> </ol>	<ol style="list-style-type: none"> <li>1. 30-mins / 8 Periods / School Day / Mon-Fri</li> <li>2. 41 mins./School Day/ C-6 Professional Period</li> <li>3. After School / Saturdays</li> <li>4. School Day</li> <li>5. 1 period meeting after marking period 1-5</li> </ol>
<b>Social Studies</b>	<ol style="list-style-type: none"> <li>1. Extended Day Tutoring</li> <li>2. Teacher Tutoring</li> <li>3. Regents Prep</li> <li>4. Peer Tutoring</li> <li>5. Failure Meetings</li> </ol>	<ol style="list-style-type: none"> <li>1. 1:10 Teacher : Student Ratio</li> <li>2. Small Group</li> <li>3. Small Group</li> <li>4. 1:1 Student : Student</li> <li>5. Parent, Student, GC, Parent, Coord., Admin.</li> </ol>	<ol style="list-style-type: none"> <li>1. 30-mins / 8 Periods / School Day / Mon-Fri</li> <li>2. 41 mins./School Day/ C-6 Professional Period</li> <li>3. After School / Saturdays</li> <li>4. School Day</li> <li>5. 1 period meeting after marking period 1-5</li> </ol>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p><b>At-risk Services Provided by the Guidance Counselor:</b></p> <p>Counseling</p>	<p><b>At-risk Services Provided by the Guidance Counselor:</b></p> <p>1:1 Counselor:Student Ratio / 1:12</p>	<p><b>At-risk Services Provided by the Guidance Counselor:</b></p> <p>During the school day</p>

	<p><b>At-risk Services Provided by the School Psychologist/Social Worker:</b></p> <p>Not Applicable</p> <p><b>At-risk Health-related Services:</b></p> <ol style="list-style-type: none"> <li>1. 2 Health Paraprofessionals to assist 2 students with orthopedic difficulties as per IEP</li> <li>2. Hearing Teacher to assist 1 student as per IEP</li> <li>3. Physical Therapist to assist 1 student as per IEP</li> <li>4. Occupational Therapy - student A to assist 1 student as per IEP</li> <li>5. Occupational Therapy - student B to assist 1 student as per IEP</li> <li>6. Occupational Therapy - student C to assist 1 student as per IEP</li> <li>7. Speech Therapist to assist 1 student as per IEP</li> </ol>	<p>Group Counseling</p> <p><b>At-risk Services Provided by the School Psychologist/Social Worker:</b></p> <p>Not Applicable</p> <p><b>At-risk Health-related Services:</b></p> <ol style="list-style-type: none"> <li>1. 1:1, Para : Student</li> <li>2. 1:1, Teacher: Student</li> <li>3. 1:1, PT: Student</li> <li>4. 1:1, OT: Student</li> <li>5. 1:1, OT: Student</li> <li>6. 1:1, OT: Student</li> <li>7. 1:1, Speech Therapist: Student</li> </ol>	<p><b>At-risk Services Provided by the School Psychologist/Social Worker:</b></p> <p>Not Applicable</p> <p><b>At-risk Health-related Services:</b></p> <ol style="list-style-type: none"> <li>1. In school daily, during the school day.</li> <li>2. In school 2 times per month, during the school day.</li> <li>3. In school 2 times per week, during the school day.</li> <li>4. In school 1 time per month, during the school day.</li> <li>5. In school 1 times per week, during the school day.</li> <li>6. RSA: Outside of school 1 time per week, after the school day.</li> <li>7. RSA: Outside of school 3 times per week, after the school day.</li> </ol>
--	--	--	---

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

2. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA 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.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X Non-Title I</b>

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

**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 <b>31</b>	Borough <b>Staten Island</b>	School Number <b>605</b>
School Name <b>Staten Island Technical HS</b>		

### 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 <b>Mark D. Erlenwein</b>	Assistant Principal <b>Noelle Sanguinedo</b>
Coach	Coach
ESL Teacher <b>Olga Dobry</b>	Guidance Counselor <b>Lisa Barnett</b>
Teacher/Subject Area <b>Olga Dobry/Russian</b>	Parent
Teacher/Subject Area <b>T. Johnson &amp; T. Terrusa/ELA</b>	Parent Coordinator <b>Barbara Malenfant</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### 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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1235</b>	Total number of ELLs	<b>2</b>	ELLs as share of total student population (%)	<b>0.16%</b>
--	-------------	----------------------	----------	---	--------------

## 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
Discrete ESL class	0	0	0	0	0	0	0	0	0	2	0	0	0	2
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>								

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	1

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	1	0	0	0	0	0	1	0	0	2
Total	1	0	0	0	0	0	1	0	0	2

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

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

\*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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
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
Chinese	2	0	0	0	0	0	0	0	2	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	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
<b>TOTAL</b>	2	0	0	0	0	0	0	0	2	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 0      Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0      Asian: 0      Hispanic/Latino: 0  
 Native American: 0      White (Non-Hispanic/Latino): 0      Other: 0

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## 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)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advanced (A)	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Total	0	0	0	0	0	0	0	0	0	1	0	0	0	1

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								658					
	P									722				
READING/ WRITING	B													
	I													
	A									708				
	P								726					

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	2		2	
Geometry	2			
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	2			
Earth Science				
Living Environment	2		2	
Physics				
Global History and Geography				
US History and Government				
Foreign Language	1		1	
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.  
Based on the NYSESLAT combined Modality Report (RNMR) from ATS along with the NY Measures of Student Learning – Baseline exam and teacher feedback based on work inside the English classroom, Mrs. Sanguinedo along with Mrs. Dobry our ESL and foreign language teacher, and the Freshman English Teacher were able to pinpoint focus areas with which ELL students needed additional assistance. These included but were not limited to: note taking, vocabulary, writing conventions and speaking.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data for one student was unavailable as he was not tested at his intermediate school and had previously attended school out of state. However, the modality analysis of the second student revealed an inconsistency in her work. This was something we were able to use as a starting point when reviewing basic elements such as vocabulary and conventions.
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 present, limited data reveals inconsistencies with the students performance from year to year. This allows us to focus on all aspects of the four modalities rather than indicating that areas of high performance are not problem areas.
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?Currently ELLs at Staten Island Technical High School are limited to the ninth grade, freestanding program. With their advanced status in mind students chose to take all of their exams in English and are maintaining overall averages above ninety percent. However, a committee consisting of their English teachers, foreign language teacher, ESL teacher, guidance counselor and the assistant principal meet monthly to review struggles and progress in a timely fashion and set new goals as needed.
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](#).)  
Not applicable for High School.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
In consideration for the student's second language development we make exams available in their native language whenever necessary and provide translation services and notices to parents so that communication is constant.
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?Not applicable for High School.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Success for our ELLs is measured through periodic assessment in their ESL class as well as assessment of how goals are met and how long students take to meet those goals. With these short term goals achieved it will be easier for students to test out when taking the NYSESLAT in March of 2014.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).) Students who are accepted into our school and their parents are invited to an orientation day where we administer the Home Language Survey. This allows Staten Island Technical High School to conduct oral interviews directly following the filing of the written survey in English, and identify those that need an interpreter. If an interpreter is needed we contact the Office of Translation and Interpretation to conduct an interview in the native language. Once Mrs. Sanguinedo and Mrs. Dobry complete the formal initial assessment, Mrs. Spirocostas (pupil personnel secretary) and Mrs. Dobry will input all of the Home Language Survey information and run the RBEX report to identify students that are eligible for the Lab-R exam or the NYSESLAT. As our school is specialized we do not admit students past the first day of school in September; however, all ATS reports are run separately in the February term to ensure we have captured all students and that we remain compliant.
2. 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. Staten Island Technical High School would provide Freestanding (Push-In) ESL services to any student in need of service. In our Freestanding ESL program students will continue to receive extended time for testing needed for transition into classes without ESL services. Push-In ELL based program of Math, English, Social Studies, Science, Physical Education and Writing Intensive for six periods during the day would be included for each student who is assessed as ELL in the future. The aforementioned students would attend a daily ELL class, which addresses the “target areas” assessed. Students would set short-term goals to be achieved by the next administration of the NYSESLAT examination. The ELL student would attend a minimum of 410 minutes of ESL instruction each week unless otherwise specified by his/her needs. This covers more than the mandated time allotment (Beginner 540 minutes of ESL; Intermediate 360 minutes of ESL; Advanced 180 minutes of ESL) for time for ESL/ELL instruction, yet allows the student the most benefit. Connections are made within the curricular modes of the core promotional required courses for each respective term and academic school year.
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 [\[see tool kit\]](#).)  
See 4.
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. Once a student has been identified as requiring mandated ESL services, the student and parent are presented with the Freestanding, Push-In model that Staten Island Technical High School utilizes, which enables students to participate in the traditional core and pre-engineering curriculum, with a daily ESL session and services, as provided via a licensed ESL teacher. As our ELL population is small, this model has been the traditional means by which ELL services are provided, as explained to the student and parent at the planning interview conducted at the start of the school year, where all documentation is completed and submitted, in relation to services. Opportunities are provided at the beginning and end and beginning of each academic school year for the student/parent to make revisions to the sequence and elective courses desired to meet the needs of the student’s academic interests and goals.
5. 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.  
See 6.
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 Staten Island Technical High School has less than 20 students listed as ELLs we currently only offer a Freestanding ESL/ELL program. If a parent adamantly prefers a bilingual program Mrs. Sanguinedo, Mr. Manzo, and guidance counselors will meet with the parent and send the request to [ELLProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov), or if preferred and the parent does not wish to participate in the Freestanding ESL/ELL program that SI Technical HS is equipped to provide, Mrs. Sanguinedo and Mr. Manzo will work with the family and guidance counselor to enroll the student in the parent’s program choice at another New York City school. However, statistics have shown that all students test out of the ELL eligibility in their 9th grade year at Staten Island Technical High School. A specific effort is put forth to place the student in classes aligned with his/her skill level as demonstrated in Listening, Speaking, Reading, and Writing. Current data does support that students who have participated in our ELL program

tend to do better in their respective English Language Arts classes than non-ELL students.

## **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])?

Instruction is delivered using either a one on one Pull-out approach and/or Push-in whenever possible where student is in a homogeneous mainstream honors program (for six periods including Math, English, Social Studies, Science, and Physical Education) with two classes offered daily which specifically address ELL goals and objectives (ELL/ESL and English Language Arts.) This program creates literacy across the curriculum and aligns with cultural and social connections within the curriculum through the use of content texts.

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)?

Students are assigned to classes based on the mandate for advanced (180 minutes) and Intermediate (360 minutes) levels of instruction as per the program mandate.

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.

As Staten Island Technical High School supports a Freestanding ESL model all content area instruction is delivered in English in mainstream classes. Materials specific to language barriers would be reviewed in one or both of the classes set for ESL/ELL and Language Arts study.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

To ensure ELLs are properly evaluated in their native language Staten Island Tech communicates with families through letters or translated meetings where we offer materials to students for exams, with the exception of English exams, in their native language to ensure complete understanding.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

To ensure ELLs are evaluated in Reading, Writing, Speaking and Listening students are assessed not only through exams where close reading or essay writing are required, but also through oral presentation and listening skills practice across the curriculum. Additionally, students will be evaluated on their performance of such tasks so that they can work with Mrs. Dorby, ELL teacher, to strengthen their weaker skills on an individual basis.

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Differentiation amongst ELL subgroups through annotates text, scaffold questioning and close reading specific to the needs of each student come about within mainstream classrooms through collaboration of teacher and ESL teacher. Additionally, one-on-one instruction once a day allows students to work specifically to their needs. Although ELL students are few in number Staten Island Technical High School teachers work together using cultural influences to instill a greater connection to language both within the school day and with after school clubs such as Mahjong Club and Asian American Club to name a few:

- a) Because we are a specialized high school Staten Island Technical High School does not currently have SIFE students.
- b) Up until now, Staten Island Tech has not encountered ELLs in US schools less than three years (newcomers). As per the mandate for all ELLs in US schools less than three years (newcomers), Staten Island Tech would comply with standard evaluation and accommodation procedures for these students.
- c) For ELLs receiving services 4 to 6 years and long term ELLs Staten Island Technical High School would use as much data as can be gained from previous schools, through ARIS, HSST(STARS), conversations with previous counselors and current grade work to pinpoint weaknesses and build the ELL curriculum to specifically meet the needs of each student. As part of an SBO vote, Staten Island Technical High School teachers participate in tutoring sessions beyond the classroom where these skills can be fostered further.
- d) See C.

e) ESL/ELL students who have tested proficient on the NYSESLAT continue to receive ELL testing accommodations for 2 years. Additionally, these students are monitored under the auspices of their assigned guidance counselor and Assistant Principal, Noelle Sanguinedo, to ensure there is no further need of academic intervention services and their transition is smooth.

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?

Currently, 9th grade students (including the only 2 ELL designated students) are piloting a new paperless classroom design in which students have all texts, notes, and Powerpoint/SmartNotebook files available to them on their individual ipads. Technology allows students the ability to have notes, texts and other necessary materials translated into their native language as well as communicate directly with each teacher without having to ask publicly for assistance. In order to increase more scaffolded lessons Staten Island Technical High has also purchased a web-based vocabulary program which allows teachers to individually assign vocabulary practice to students at varying grade levels. In this respect students not only build knowledge through curriculum and instruction but can seek additional help through extended day tutoring as mentioned above.

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?

See above.

### 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

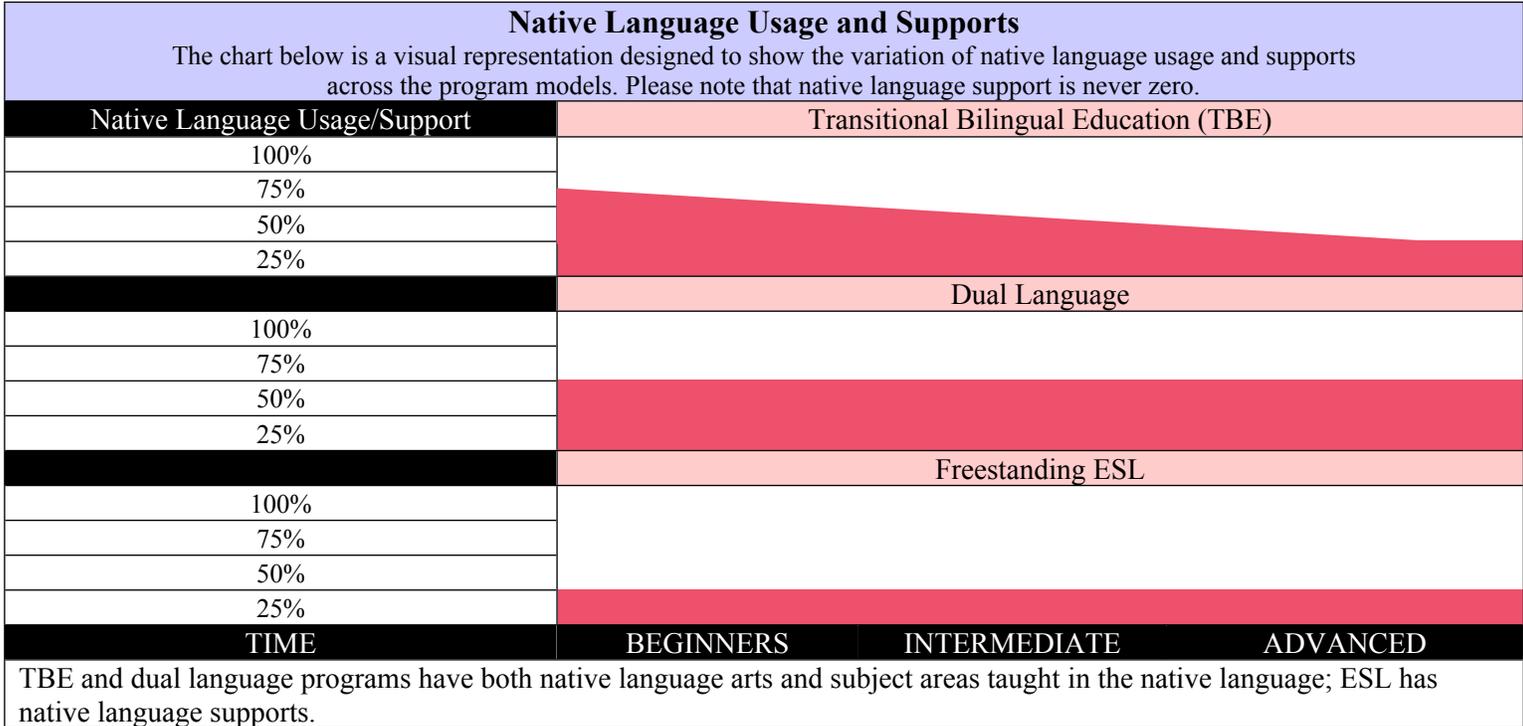
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:		FRS65H/Foreign Lang.	Russian/English
Social Studies:			
Math:			
Science:			

### 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
<b>FOR TBE /DL PROGRAMS:</b> 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

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



## 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.
- In ELA and Math as well as all other academic subjects, Staten Island Technical High School offers as targeted intervention programming: 30 minute extended day tutoring time during the school day; teachers provide additional tutoring during their professional prep period when needed, regent preparation tutoring is held after school and on Saturdays whenever applicable and peer tutors make themselves available to department assistant principals for added support. Currently these classes are taught in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The program currently in place at Staten Island Technical High School has proven effective as all of our former ELLs have tested proficient on the NYSESLAT after only one year in our program. Additionally, former ELLs have participated in Advanced Placement classes in their junior and senior years including but not limited to AP American History, AP Government, AP Language & Composition, AP Literature and Composition and AP Russian Language. In this respect students become academically challenged as well as more socially involved as they can bring aspects of their culture to add to the dynamic of the classroom.
11. What new programs or improvements will be considered for the upcoming school year?
- In the future, Staten Island Technical High School wishes to incorporate elective courses in other languages, one of which is Chinese, budget permitting.
12. What programs/services for ELLs will be discontinued and why?
- No programs are being discontinued at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All school programs as well as after school clubs and activities are offered to both ELL and non-ELL students. These include all academic classes, over 75 extra-curricular clubs including cultural clubs, theater performances and sports programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Currently, 9th grade students (including the only 2 ELL designated students) are piloting a new paperless classroom design in which students have all texts, notes, and Powerpoint/SmartNotebook files available to them on their individual ipads. Technology allows students the ability to have notes, texts and other necessary materials translated into their native language as well as communicate directly with each teacher without having to ask publicly for assistance. In order to increase more scaffolded Ussons Staten Island Technical High has also purchased a web-based vocabulary program which allows teaches to individually assign vocabulary practice to students at varying grade levels. In this respect students not only build knowledge through curriculum and instruction but can seek additional help through extended day tutoring as mentioned above.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support in Staten Island Technical High School's Freestanding ESL program (the only available program at this time) is upheld through printed materials in the students native language, test copies for all but English exams provided upon request in the students native language and cross curricular inclusion of cultural influences particular to ELL and former ELL students in addition to after-school clubs and community outreach programs as they are made available to us.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- ELL services and support continue throughout each grade level as need. Guidance counselors are assigned to all students in 9th grade and move with the student throughout their time at Staten Island Technical High School. The same would be true for ESL/ELL teacher Mrs. Dobry. Subject teachers would join monthly meetings as the students entered their classes. English Language Arts teachers would be asked to stay for monthly meetings as consultants as students move from their classes until certain goals are achieved.
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.
- Newly enrolled students will meet with Mrs. Sanguinedo before the school year begins to establish a timeline for meetings with the student and their counselor as well as the parent in order to stay abreast of any concerns or issues the student and/or parent may have with the progression of the program. Additionally, Mrs. Sanguinedo will work with the guidance department to ensure the needs of the student are being met; and will monitor the progress of the student through HSST, ARIS, and teacher's anecdotal

logs.

18. What language electives are offered to ELLs?

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

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)?

Not applicable as of this version of LAP.

### 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. Mrs. Dobry, ESL teacher, has been attending workshops throughout New York City to gain knowledge of all aspects of ESL/ELL and the common core. Additionally, Mrs. Dobry has made contacts with Assistant Principals and teachers of ESL on Staten Island. Together they are building new curriculum to bolster the program already in place. One major goal is to ensure writing across the curriculum. Additionally, Inquiry/Curriculum Teams in all academic subjects are working to differentiate learning so that needs are met for students of all modalities. This includes professional development workshops for Common Core Learning Standards and Curriculum Alignment, workshops on using the Datacation tool as a means of connecting to parents, and technology workshops for programs such as clicker and smart notebook so that all students can benefit.

2. As Staten Island Technical High School has a small ELL population professional development is offered/encouraged outside of the school building. However, monthly meetings as an ESL team with teachers and counselors allows for stronger curriculum development.

3. See above.

4. All staff are included in professional development days that will not only benefit their knowledge of how to use scaffolded questions and differentiated learning techniques with ELL students, but can be used for lower performing students in their classrooms as well. These workshops are part of faculty meetings, department meetings, and regularly scheduled professional development days. Additionally, Staten Island Technical High School encourages intervisitations both within the school and within the city of New York in order to learn best practices of teachers across New York City. Finally, all staff are trained in the use of technology including but not limited to SmartBoards, Clickers, and iPads, to better the classroom environment and produce multiple entry points for all students. Teachers are asked to keep logs of their professional development each year; logs are kept in the principal's office in their respective files.

## **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?

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

## **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: Staten Island Technical HS**

**School DBN: 31R605**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mark D. Erlenwein	Principal		1/1/01
Noelle Sanguinedo	Assistant Principal		1/1/01
Barbara Malenfant	Parent Coordinator		1/1/01
Olga Dobry	ESL Teacher		1/1/01
	Parent		1/1/01
Olga Dobry/Foreign Lang.	Teacher/Subject Area		1/1/01
Therese Johnson/ Thomas Terrusa	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Lisa Barnett	Guidance Counselor		1/1/01
	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:** 31R605      **School Name:** Staten Island Technical High School

**Cluster:** 2      **Network:** 201

**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.

Students who are accepted into our school and their parents are invited to an orientation day where we administer the Home Language Survey. This allows Staten Island Technical High School to conduct oral interviews directly following the filing of the written survey in English, and identify those that need an interpreter. If an interpreter is needed we contact the Office of Translation and Interpretation to conduct an interview in the native language. Additionally, ELL students and former ELL students are sent printed messages in their home language as well as English and asked yearly how they would like to receive information.

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.

As a way to let the school community know that we have translation services and that communication is available in a multitude of languages, we send letters home at the beginning of the year in the preferred home language listed in ATS. Additionally, we have a translation function on the school website and our Parent Coordinator, Barbara Malenfant, also meets with parents regularly to maintain open lines of communication. Online communication portals such as pupil path, Daedalus, and Naviance are also outlets for parents to receive information in the language of their choice. As a result of these yearly communications, we learn which parents wish to communicate in other languages and which parents have opted into receiving correspondence in English, regardless of their designated home language, based on their input.

## 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.

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

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

Oral translation services through the Office of Translation and Interpretation are available upon request. We initiate the request period if there is an upcoming parent meet scheduled through guidance or a teacher, Parent Teacher Conferences or a general PTA Meeting.

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>.

Through multiple portals including Pupil Path, Daedalus, Naviance, letters home, emails, and constant communication with school personnel including but not limited to the Parent Coordinator, guidance counselors, faculty and administration, Staten Island Technical High School strives to keep constant lines of communication open for families. In addition to the idea of No Child Left Behind, it has become a mantra of Staten Island Technical High School to ensure that No Parent is Left Behind either.

