

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

31R455

School Name:

TOTTENVILLE HIGH SCHOOL

Principal:

JOSEPH SCARMATO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 31R455
School Type: Academic Grades Served: 9 – 12
School Address: 100 Luten Avenue, Staten Island, New York 10312
Phone Number: 718-668-8800 Fax: 718-317-0962
School Contact Person: Joseph Scarmato Email Address: jscarma@schools.nyc.gov
Principal: Joseph Scarmato
UFT Chapter Leader: William Goldman
Parents' Association President: Karen Weeks and Phyllis Scotto
SLT Chairperson: Rosalia Tierno
Student Representative(s): Krystina Garda and Steven Thomas

District Information

District: 31 Superintendent: Aimee Horowitz
Superintendent's Office Address: 715 Ocean Terrace, Building A, Staten Island, New York 10301
Superintendent's Email Address: ahorowi@schools.nyc.gov
Phone Number: 718-420-5657 Fax: 718-420-5667

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Network Number: CFN403 Network Leader: Nathan Dudley

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed 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.

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

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

| The Six Elements of the Capacity Framework | |
|--|---|
| 1. | Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| 2. | Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| 3. | Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. |
| 4. | Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. |
| 5. | Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| 6. | Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and |

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

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

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

Tottenville offers a challenging and rigorous Institute program in Science and Humanities, as well as an Honors Program, an extensive Advanced Placement program for college credit as well as numerous College Now classes for 10th, 11th and 12th graders, affiliated with the College of Staten Island, St. John's University and Kingsborough Community College; visual, performing, and career arts, science research, advanced technology, including CISCO Certification, Advertising and Design, Medical Technology, Dental Office Careers, Dental Laboratory Technician, Culinary Arts, Architecture, and Automotive Careers. Our Career and Technical Education program has been cited by the State Education Department as an exemplary CTE program, and our Performing Arts program is nationally recognized.

A full array of Academic Intervention Services are available to all students, including English Language Learners and special education youngsters during the school day and after the school day. Our Community Based Organization, JCC Beacon, supports an extensive menu of Academic Intervention Services as part of our after-school program and Saturday Learning Center. In addition, our school is also partnered with the Federation of Italian American Organization to aid any parents or students who seek help with citizenship or other social services. The school offers a rigorous Extended Day Credit Recovery program and in recent years, Tottenville High School has incorporated online classes into our course offerings in a variety of academic subjects through iLearn. Tottenville High School is committed to increasing the graduation rate and lowering our dropout rate by developing other options for students to earn their HS diplomas. Among these meaningful options are the Young Adult Borough Center, which accepts overage and under credited students. The Pathways to Graduation Program will be initiated this year for 25 students who qualify to earn their Test Assessing Secondary Completion (TASC) degree through the Department of Education's District 79.

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

Collaborative programs include Kingsborough Community College – College Now, Institute of Basic Research, The College of Staten Island Discovery Institute, and College Now STEP Program, Staten Island University Hospital internships, collaborations with NYSERDA, St. John's University, Wagner College, and Polytechnic University, Project Learn, ENACT, Young Audiences NY, Junior Achievement, C-CAP, GLOBE, JCC Beacon Program (a major community-based organization that provides tutoring, summer, evening, and weekend programs, and a Saturday Learning Center),

and the New York State School Music Association. The school also has a host of internships and job shadowing opportunities, particularly in career and technical education with such partners as the Con Edison Shadow Program, Construction Skills Program and the School of Cooperative Technical Education (COOP Tech).

As our mission statement declares, all students who attend THS will develop the critical and creative thinking skills necessary to graduate college and learn necessary professional skills in all careers. Students will succeed both academically and socially through the implementation of our integrated curriculum and core values of **Responsibility, Respect, Scholarship and Service**. Our mission is to engage students in the academic rigor needed to guarantee a quality education for all children ranging from those who struggle to learn to the most gifted.

Tottenville High School exemplifies our many strengths through everyday academic programs, extracurricular activities, and college preparedness. For the most part, our faculty and students have accepted the changing face of education by embracing the ideals of Common Core. Most classrooms are academically rigorous, focusing on literacy through increased reading and writing in all academic subjects. We are currently experiencing a shift towards a new resource based framework of effective teaching and the implementation of Common Core Learning Standards through active professional development. We are progressing toward achieving our goal to obtain academic rigor and college readiness for all students at Tottenville High School. Although it is in this area that we also have our most challenging obstacles. The administration has made professional development for the staff a priority, including using our new network's resources to improve collective teacher performance.

In addition, our seniors are tremendously successful. 89.9% of our senior class made plans to enroll in baccalaureate or associate degree programs at 146 different colleges and universities and received \$30,501,463.00 in scholarships to alleviate the burden of paying for college education. Although 85% of the senior class graduates within 4 years, and 66% of the class enroll in secondary education within 6 months of graduation, we strive to increase both of these statistics, especially during the 2014-2015 school year.

Tottenville High School is proud of its extensive extracurricular programs which foster family atmosphere with positive outlets for students to spend beyond their school day. There are currently more than 50 academic, social, fine art and cultural clubs and organizations. Tottenville is one of the few schools citywide that still participates in a traditional SING competition annually. Our Robotics Team competes nationally, our Mock Trial Team participates and advances in the New York City Mock Trial competition, as well as our Model Congress students are chosen to represent Tottenville in the Teddy Roosevelt Oratory competition. The Tottenville High School Green Tech Club built a solar car and competed over the summer in a National Competition where they placed 2nd. In addition, Tottenville has a sizeable National Honor Society participating in numerous community service and leadership events throughout the borough and city. The Tottenville Pirate Athletic Program has also achieved the elite status of 16th ranked nationally, the only school in New York State to do so this year. We captured 6 PSAL City Championship titles last year and continue to grow our options by initiating Table Tennis and Badminton teams. Students, teachers and parents alike would appreciate if this positive school tone increased as evidenced by our learning environment survey.

In the 2013-2014 school year, Tottenville High School showed remarkable growth in the areas that were concentrated on as a result of our CEP goals. The emphasis on college readiness and improving graduation rate saw significant progress. For the 2012 – 2013 school year, 48.3% of Tottenville's seniors were deemed college and career ready and 82.8% of them graduated in 4 years. Last June, 52.1% of the senior class was college and career ready and 85.1% of them graduated in 4 years. Our instructional support services students had 89% graduation rate in 2013, but last June, students receiving a Local, Regents, or Advanced Regents diploma grew to 96%. We look forward to showing more of this growth during this year as delineated in our approved annual goals.

In the upcoming academic year, our emphasis is on growing our graduation rate, improving school tone, increased collective teacher performance, introducing an instructional inquiry cycle and cultivating a relationship between our school and the community.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The Principal, Administration and Faculty have found the need of focus to be: embedding Common Core Learning Standards in everyday lessons, presenting instructional shifts, and implementing performance tasks. Our instructional focus is designed to 1) promote school-wide coherence among all constituents’ beliefs about how students learn best 2) ensure these beliefs translate to common instructional strategies across classrooms. Moreover, our instructional focus entails honing teachers’ pedagogy via feedback provided throughout our current teacher evaluation design. We would like to progress towards the use of standards when developing higher level questions on the DOK wheel and administer more common assessments, in addition to the Regents and benchmark assessments.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of Tottenville High School senior students (820 out of 912) will achieve graduation requirements by accumulating necessary credits and passing the required Regents exams.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust | | | |
| Senior Parent Meet and Greet | Senior Parents | 9/2014 | Principal Administration PTA Parent Coordinator |
| The school will implement a universal grading policy. | All Students | 9/2014 – 5/2015 | Teachers Guidance Counselors Administration Program Office |
| Extended Day and online course offerings for those most needed by seniors | Seniors with | 11/2014 – 5/2015 | Principal Administration |

| | | | |
|------------------|--|--------------------------------------|---|
| | insufficient Credit | | Guidance Counselors Teachers |
| Regents Tutoring | Seniors with insufficient Regents Credit | 12/2014 – 1/2015 and 5/2015 – 6/2015 | Principal Administration Guidance Counselors Teachers |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

This goal will include communication among guidance counselors, teachers, administration and parents. The cooperation of all parties will lead to more informed students and parents with the main objective being fulfillment of requirements for graduation. Family/Student Handbook; Faculty Handbook; Pupil Path (online grading book); Professional Development on Pupil Path; Meet and Greets; Progress Reports; Report Cards Mailed Home

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | |
|---|----------|--|---------------|--|-----------|--|-----------|---|--------|
| X | Tax Levy | | Title I Basic | | Title IIA | | Title III | X | Grants |
|---|----------|--|---------------|--|-----------|--|-----------|---|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

Contract for Excellence (C4E)

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Results from the January Regents and mock Regents will indicate students’ progress towards fulfilling graduation requirements. In addition, Tottenville HS has instituted a 6 Progress Report cycle, therefore, students and parents can track success in individual classes.

Part 6b. Complete in **February 2015.**

| | | | | | |
|----|--|--|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 2. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |
| | | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

There was a significant decrease, according to our school survey results, in the safety and security of the building, as well as the school tone, according to students and teachers. Also, there were several shifts in leadership throughout the 2013-14 academic year.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a positive increase in school tone and school culture as evidenced in a 5 % increase in favorable response rates by the school learning environment survey and a decrease in student occurrences in levels 4 and 5 as evidenced in OORS.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust | | | |
| Restructure and redesign the administrative of Assistant Principal Safety and Security to now become Assistant Principal Student Life. | Student Body | 9/2014 – 6/2015 | Principal Administration |
| Stricter enforcement of school policies (i.e. dress code, discipline, lateness, etc.), including posting signs throughout the school building. | Student Body Parents | 9/2014 – 6/2015 | Principal Administration Teachers Deans SSA’s |
| Reinstatement of Saturday detention and a more permanent SAVE room. | Repeat Discipline Offenders | 9/2014 – 6/2015 | Principal Administration Teachers Deans |

| | | | |
|---|------------------------------------|--------------------|------------------------------|
| "Town Hall" style Safety Committee Meetings | Parents SSA's Administration | 9/2014 – 6/2015 | Principal AP Student Life |
|---|------------------------------------|--------------------|------------------------------|

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

AP of Student Life ; additional school aides to monitor additional bathrooms, locker rooms and CAASS stations; use of color coded passes; signs for Rules and Regulations. For this goal we may also need to hire additional deans, but definitely the replacement of deans whose comp time positions had expired.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | |
|---|----------|--|---------------|--|-----------|--|-----------|---|--------|
| X | Tax Levy | | Title I Basic | | Title IIA | | Title III | X | Grants |
|---|----------|--|---------------|--|-----------|--|-----------|---|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

This goal is measurable by the monthly OORS reports which will hopefully reflect a decrease in incidents. Additionally, the results of this year's Learning Environment Survey will hopefully reflect a restored confidence in the tone and direction of school, on behalf of students, teachers and parents.

Part 6b. Complete in **February 2015.**

| | | | | |
|--|--|-----|--|----|
| 11. Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
|--|--|-----|--|----|

| |
|--|
| 12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |
| |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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|---|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |
| <ul style="list-style-type: none"> • The NYCDOE implemented specific instructional expectations for all schools in order to facilitate a comprehensive evaluation system for teachers, principals and assistant principals and support the move toward full implementation of the Common Core Standards. • A review of our historic data around observations revealed that some of our teachers are not adequately addressing the concerns and recommendations by Principal and Assistant Principal to improve the delivery of instruction to students as indicated through classroom observations and assessments. • Over the past three years, one area of concern in instructional practice was that differentiated instruction was not embedded into the fabric of our instructional program school-wide. • As a school we feel it is imperative that we address common areas of deficiency within the instructional practices we have observed over time, and that the use of a research-based framework that allows us to target specific areas of concern is central to the development of our teachers. | |

Part 2 – Annual Goal

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|---|
| List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound. |
| By June 2015, there will be an increase of 5% from the June 2013 collective teacher performance index for components 3b (questioning and discussion techniques), 3c (engaging students in learning) and 3d (using assessment in instruction) as measured by Advance. |

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change | | | |
| 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | | | |
| 17. Strategies to increase parent involvement and engagement | | | |
| 18. Activities that address the Capacity Framework element of Trust | | | |
| The Principal and Assistant Principals of Supervision will work closely with Network Coaches in order to provide effective professional development. | Faculty | 9/2014 – 6/2015 | Principal Administration Network Support |
| The Principal and Assistant Principals of Supervision will conduct formal, informal and frequent cycles of brief walk-through observations for each teacher using a research based teaching | Faculty | 9/2014 – 6/2015 | Principal Administration Network Support |

| | | | |
|--|--------------------|-----------------|-------------------------------------|
| framework and rubric, for the formative support of teachers. | | | |
| Professional development opportunities agreed upon by pedagogical and supervisory staff and focusing on the strengthening of instructional practice will be offered during monthly conference days, DOE Professional Development days and during the school day. | Faculty | 9/2014 – 6/2015 | Principal Administration |
| Teacher mentoring will be provided for untenured teachers. Additionally, Assistant Principals will continue to work individually or in groups with all untenured teachers to support their instructional practice. | Untenured Teachers | 9/2014 – 6/2015 | Faculty Principal Administration |

Part 4 – Resources Needed

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|--|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Professional Development on all levels, as well as Network support will be a necessity. The school will be benefiting from ongoing Network school intervisitations, both teacher and administrators to observe best practices at other locations. Professional Development from outside sources. |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | |
|--|----------|--|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | | Title I Basic | | Title IIA | | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| The school will utilize citywide expectations budget and MOSL funds. | | | | | | | | | |

Part 6 – Progress Monitoring

| | | | | |
|---|--|--|-----|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | |
| 20. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| At the end of the first September, the Cabinet will evaluate the observations completed by January 30, 2015. The assessment of final evaluation ratings will predict whether the goal will be reached by June 2015. | | | | |
| Part 6b. Complete in February 2015. | | | | |
| 21. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | No |
| 22. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |
| | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on the need for improved student performance in reading, writing, and listening, we are making a concerted effort to provide professional development to help teachers better address these skills. Specifically, we are creating a structural tool to help teachers effectively engage in collaborative inquiry work focused on improving the aforementioned skills. Our hope is that, once student performance is positively impacted in each discipline, specifically in reading, writing and listening, it will serve as the impetus for teachers to continuously engage in collaborative inquiry work to advance student achievement. The ELA Regents tests for all three skills in focus, thus it will serve as measurement for reaching goal. Last year's ELA passing percentage was 83, but this year, we are striving for that percentage to increase.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, as a result of focused inquiry work, collaborative professional development and commitment to the Instructional Focus at Tottenville High School. There will be at least a 2% increase in the ELA Regents results as evidenced by the 2015 School Quality Guide.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust | | | |
| The Principal will hold professional development during extended Cabinet meetings to guide the Assistant Principals and integrate the instructional focus along with citywide expectations in every classroom. The Assistant Principals will “turnkey” the professional development they receive to their department. | Assistant Principals | Once a week 9/2014 – 6/2015 | Principal Network Instructional Support Staff |
| The Principal will hold Lunch and Learn meetings during teachers’ lunch periods to explain the inquiry cycle as well as provide professional development regarding Common Core Learning | Teachers | 10/2014 – 6/2015 | Principal Assistant Principals |

| | | | |
|---|-------------------------------------|----------------------|--------------------------------|
| Standards. | | | |
| The School Professional Development Committee, as an integral part of the inquiry cycle, will choose focused goals to define instructional strategies and then “turnkey” strategies to their colleagues during professional development time. | Teachers Assistant Principals | 10/20104 – 6/2015 | Principal UFT Chapter Chair |
| The Principal will hold New Teacher Workshops to provide mentoring services to teachers who are new to the profession, highlighting their role in the inquiry cycle. | New Teachers | 10/2014 – 6/2015 | Principal |

Part 4 – Resources Needed

| |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| In order to achieve this goal. The Principal and cabinet will rely heavily on educational literature, professional development offered by Network support, and dependable instructional leads from each department. |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | |
|--|----------|--|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | | Title I Basic | | Title IIA | | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| | | | | | | | | | |

Part 6 – Progress Monitoring

| | | | | |
|---|--|--|-----|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 30. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| The midway benchmark should be evidenced by two complete cycles being completed. Inquiry teams will catalog their procedure results. | | | | |
| Part 6b. Complete in February 2015. | | | | |
| 31. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | No |
| 32. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |
| | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

As evidenced by the Learning Environment Survey, as well as feedback provided by parent constituents on the SLT, all members of the community could appreciate more frequent communication between Tottenville and homes.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be an increase of 5% in satisfactory ratings in the communication category as evidenced in the school learning environment survey by parents, students and teachers. There will be an increase in school wide communication as evidenced by professional learning communities (teacher teams) and parent workshops.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change | | | |
| 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | | | |
| 37. Strategies to increase parent involvement and engagement | | | |
| 38. Activities that address the Capacity Framework element of Trust | | | |
| Staff, family and student handbooks will be distributed to outline policies and procedures. | Faculty Parents Students | 9/2014 – 6/2015 | Principal Administration |
| There will be increased communication through progress reports, mailings and school messenger. | Parents Students | 9/2014 – 6/2015 | Principal Administration Faculty |
| All parents will be able to track the progress of their child through Datacation. | Parents Students | 9/2014 – 6/2015 | Faculty Administration |
| The Parent Coordinator will host parent workshops every month, as well as, publish a newsletter to be sent to all homes. | Parents Students | Every 3 weeks | AP Pupil Personnel Services Parent Coordinator PTA |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The Parent Coordinator will work in conjunction with the PTA to create a schedule that will not conflict with already scheduled PTA meetings or offer the workshop following a regular business meeting. Additional postage and an adjustment to school aide schedules

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | |
|---|----------|--|---------------|--|-----------|--|-----------|---|--------|
| X | Tax Levy | | Title I Basic | | Title IIA | | Title III | X | Grants |
|---|----------|--|---------------|--|-----------|--|-----------|---|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

The midway benchmark will be informal surveying and conversation with parent representatives at PTA meetings and parent workshops. This goal will be met by the last week in March 2015.

Part 6b. Complete in **February 2015**.

| | | | | | |
|-----|--|--|-----|--|----|
| 41. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
|-----|--|--|-----|--|----|

42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|--|--|---|--|
| English Language Arts (ELA) | Teacher recommendations, citywide exams, Regents exam scores, Guidance Counselor recommendation, IEP's | Extended day classes, targeted tutoring, tutoring for special needs, AIS lab for ELL students, double period (92 minutes) literacy classes for at-risk students | Support will be provided in additional classes, small groups and 1:1 tutoring | The majority of these services are provided after school but tutoring is available before, during and after school |
| Mathematics | Teacher recommendations, citywide exams, Regents exam scores, Guidance Counselor recommendation, IEP's | Extended day classes, tutoring, targeted tutoring for special needs students, targeted students for Regents exam prep | Support will be provided in additional classes, small groups and 1:1 tutoring | The majority of these services are provided after school but tutoring is available before, during and after school |
| Science | Teacher recommendations, citywide exams, Regents exam scores, Guidance Counselor recommendation, IEP's | Extended day classes, tutoring, targeted tutoring for special needs students, targeted students for Regents exam prep | Support will be provided in additional classes, small groups and 1:1 tutoring | The majority of these services are provided after school but tutoring is available before, during and after school |
| Social Studies | Teacher recommendations, citywide exams, Regents exam scores, Guidance Counselor recommendation, IEP's | Extended day classes, tutoring, targeted tutoring for special needs students, targeted students for Regents exam prep | Support will be provided in additional classes, small groups and 1:1 tutoring | The majority of these services are provided after school but tutoring is available before, during and after school |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Pupil Personnel Team referrals, Guidance Counselor referrals, School Psychologist referrals, Deans referrals, Attendance Committee recommendations | JCC Beacon Program, New York Center for Interpersonal Development (NYCID), Relationship Abuse Prevention Program, Crisis Counseling, Bereavement Counseling, Peer Mediation, Attendance Outreach, Respect for All Initiatives, and referrals to outside agencies | Many of these programs require 1:1 work with students. However, in some cases, group counseling is also available | The majority of these support services are available throughout the school day. The JCC Beacon program is a primarily after school program |

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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. |
| N/A |

2b. 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). |
| N/A |

Part 3: TA Schools Only

3a. Use of Program Resources

| |
|---|
| Describe how the TA program resources will assist participating children to meet proficiency. |
| N/A |

3b. 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). |
| N/A |

Part 4: SWP Schools Only

4a. 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.).

N/A

4b. 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.

N/A

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan. | |
|--|--|---|--|---------------------------------|
| | | | Column A Verify with an (X) | Column B Page # Reference(s) |
| Title I Part A (Basic) | Federal | | | |
| Title I School Improvement 1003(a) | Federal | | | |
| Title I Priority and Focus School Improvement Funds | Federal | | | |
| Title II, Part A | Federal | | | |
| Title III, Part A | Federal | | | |
| Title III, Immigrant | Federal | | | |
| Tax Levy (FSF) | Local | | | |

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **Tottenville High 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 the school and the families. The 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 the school community. **Tottenville High 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

| | | | | | |
|--|-------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 3977 | Total number of ELLs | 43 | ELLs as share of total student population (%) | 1.08% |
|--|-------------|----------------------|-----------|---|--------------|

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

B. ELL Years of Service and Programs

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

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 20 | 2 | 3 | 12 | 3 | 3 | 10 | | 9 | 42 |

| ELLs by Subgroups | | | | | | | | | | |
|--|-----------|----------|------------------|-----------|----------|------------------------------------|-----------|----------|----------|-----------|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| Total | 20 | 2 | 3 | 12 | 3 | 3 | 10 | 0 | 9 | 42 |
| Number of ELLs who have an alternate placement paraprofessional: _____ | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

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

*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 | |
| | ELL | EP |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|----------|-----------|-----------|
| Beginner(B) | | | | | | | | | | 3 | | | 1 | 4 |
| Intermediate(I) | | | | | | | | | | 6 | 3 | 1 | 3 | 13 |
| Advanced (A) | | | | | | | | | | 3 | 9 | 6 | 7 | 25 |
| Total | 0 | 12 | 12 | 7 | 11 | 42 |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/ | B | | | | | | | | | | | | | |

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | |
| 8 | | | | | | | | | |

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Tottenville High School uses Achieve 3000 and NYS Periodic Assessments as tools to assess literacy skills of our ELLs. The initial Achieve data tool is a diagnostic exam. This establishes a baseline for the students and allows us to monitor growth throughout the year. The program helps with the grouping within the classroom for differentiated instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Tottenville High School uses Achieve 3000 and NYS Periodic Assessments as tools to assess literacy skills of our ELLs. The initial Achieve data tool is a diagnostic exam. This establishes a baseline for the students and allows us to monitor growth throughout the year. The program helps with the grouping within the classroom for differentiated instruction.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
At this time, I cannot provide you with this because the state did not provide us this information.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4. a. After close examination of the ELL's Regents results, we find the results to vary from English to the Native Language][\.

| | |
|---|------------------------|
| Integrated Algebra - 66% passed the exam in English | 88% in Native Language |
| Earth Science – 0% passed the exam in English | 50% in Native Language |
| Living Environment – 36% passed the exam in English | 57% in Native Language |
| Global History – 20% passed the exam in English | 54% in Native Language |
| US History – 50% passed the exam in English | 80% in Native Language |

 - b. The results of the Periodic Assesments are used to guide instruction for the ELLs
 - c. Native language is supported through dictionaries/glossaries, and native language literature and periodicals.
Students are encouraged to use their native language as a means of communication. Students are partnered with a student that speaks their native language or are programmed in a content area class with a bilingual teacher
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Although, Tottenville is a high school we are providing Academic intervention services by having students sit in additional classes during their lunch period, ELL content area tutoring and peer tutoring.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Native language is supported through dictionaries/glossaries, and native language literature and periodicals. Students are encouraged to use their native language as a means of communication. Students are partnered with a student that speaks their native language or are programmed in a content area class with a bilingual teacher.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

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

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](#).)
 1. When a student enters Tottenville High School from another country, the student and parent/guardian are greeted by the Parent Coordinator and the ESL Coordinator/Teacher. An informal oral interview is conducted by a trained pedagogue; the HLIS

form is given. The student and parent are then interviewed informally by a trained pedagogue. An interpreter is then provided (if needed). An oral interview is conducted and determination is made if the student needs to take the LAB-R/NYSITELL

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 2. After the Home Language Survey is given and the pedagogue has interviewed both the parents/guardian and student, the Parent Orientation is then conducted. The Lap and CR Part 154 is explained. The Parent Orientation video is shown in the target language and parents/guardians and students are given time to discuss their options. Questions are answered by the trained pedagogue. Parents will then make their choices, complete the Parent Survey and Program Selection Form. This process takes place upon enrollment of the student to Tottenville High School . Orientation takes place upon entry and determination of testing and interview.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 - .3. Once the child is deemed entitled as an ELL, Entitlement letters are given to the student and/or mailed to their homes. This process is explained to the parent/guardian upon their interview. The importance of the Program Selection Form is stressed at the orientation and in most cases the parents complete the forms and submit them at the orientation session. Copies of the Parent Selection Forms are kept by the ELL Coordinator. If Tottenville High School has enough students to open a Transitional Bilingual Education or a Dual Language Program, one will be put in place. Parent outreach is conducted via phone calls, letters, PTA meetings. Parents are also able to communicate with teachers via e-Chalk which is translated into multiple languages (34) and Skedula.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

The NYSESLAT is administered to all ELLs at Tottenville High School yearly. The Speaking part is given individually in a separate location by a licensed ESL teacher. The Reading, Writing and Listening sections are administered by a licensed ESL teacher in a separate location. All testing guidelines imposed in the SAM are strictly enforced.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

As shown above, Tottenville High School program model of ESL is aligned with the parent requests. Although consistently parents choose ESL, native language is supported through dictionaries/glossaries, and native language literature and periodicals.

ste response to question here:

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 1. Instruction is delivered in English (target language). Teachers of ESL students use a standard-based, cross-cultural format.
 - a. Instructional: Tottenville High School contains a freestanding ESL program. There are three levels:
 - Beginner – (includes literacy level) has one general E.S.L. class and two E.S.L. “workshop” classes that focus on listening/speaking and reading/writing.
 - Intermediate – students take two classes per day focusing on listening/speaking and reading/writing.
 - Advanced – E.S.L. students take one E.L.A. general education literature based course and one E.S.L. workshop.
 - b. ESL classes are homogeneous (proficiency level is the same in each class). The levels are determined by the NYSESLAT or the LAB-R/NYSITELL assessments.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 2. As per CR Part 154, Tottenville High School, delivers a freestanding ESL program model. In the freestanding ESL program, beginning and literacy level students have one general ESL class and two ESL “workshop” classes that focus on listening/speaking and reading/writing. Intermediate level students have two ESL classes per day. Advanced ESL students take one ELA literature-based course and one ESL workshop. ELL Students also take content classes in health education, science, math and social studies. Advanced level ESL classes serve students who have scored at the advanced level on the NYSESLAT assessment. ELL students with disabilities are identified as Special Education on the Individual Education Plan and are programmed for ESL as per their IEP.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 3. Content area classes are taught in English incorporating the Common Core Learning Standards and adaptations are made according to the needs of the students. Teachers are informed in writing, as to which students are ELLs, their levels (based on the NYSESLAT and/or LAB-R) and how long they have been in the country. They are also advised that they are entitled to extended time on exams, are able to and encouraged to use glossaries and/or translators. If possible, students are partnered with other students that speak their native language which we have called our Student Ambassador Program.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Trained bilingual pedagogues assist in assessing student content area skills.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Based on the Common Core Learning Standards, content area classes are taught in English and adaptations are made according to the needs of the students. Teachers are informed in writing, as to which students are ELLs, their levels (based on the NYSESLAT and/or LAB-R) and how long they have been in the country. They are also advised that they are entitled to extended time on exams, are able to and encouraged to use glossaries and/or translators. If possible, students are partnered with other students that speak their native language which we have called our Student Ambassador Program.

Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?
 - 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).

a. SIFE – To date, Tottenville High School has three Students with Interrupted Formal Education (SIFE). Tutoring is available during and after school. Easy language books, magazines, bilingual dictionaries and thesauruses are available. The diagnostic computer program called TeenBiz 3000 is used. It provides our SIFE students with literacy selections and tasks at different reading levels. Periodic assessments are made to monitor progress. ELL's are provided with additional assistance in literacy, mathematics, science and other content area programs by participating in remedial courses. These courses provide homework assistance, schema building, enrichment, understanding concepts and test preparation. Classes and tutoring are available both on Saturdays and after school.

b. Newcomers – Our ELLs that are in the United States 3 years or less are partnered with a Student Ambassador (referred to earlier). This student (if possible) is from the same country or speaks the same language. All students receive academic instruction as mandated by the CR Part 154 and the Language Allocation Policy. Instruction is customized to meet the students' needs and NYC performance and NYS learning standards. As a community, we work collaboratively to provide meaningful learning experiences for students to improve, enhance and exceed in their academic and language performance. Administration, teachers, parents and staff of community organizations participate in professional learning opportunities addressing the ELL's specific needs. Together we are embracing high standards for the entire school community.

c. ELLs receiving services 4-6 years) – All students receive academic instruction as mandated by the CR Part 154 and the Language Allocation Policy. Instruction is customized to meet the students' needs and NYC performance and NYS learning standards. Administration, teachers, parents and staff of community organizations participate in professional learning opportunities addressing the ELL's specific needs. ELL's are provided with additional assistance in literacy, mathematics, science and other content area programs by participating in remedial courses. These courses provide homework assistance, schema building, enrichment, understanding concepts and test preparation. Classes and tutoring are available both on Saturdays and after school funded through both our Extended Day Program and our after-school JCC Beacon Program. Teachers use a variety of methods, including scaffolding, graphic organizers, dialogues, journals, portfolio assessments, schema building, visuals, reflective charts, and contextualization, to insure optimum learning.

d. Long Term ELLs (completed 6 years): All students receive academic instruction as mandated by the CR Part 154 and the Language Allocation Policy. Instruction is customized to meet the students' needs and NYC performance and NYS learning standards. ELL's are provided with additional assistance in literacy, mathematics, science and other content area programs by participating in remedial courses. These courses provide homework assistance, schema building, enrichment, understanding concepts and test preparation. Classes and tutoring are available both on Saturdays and after school. Teachers use a variety of methods, including scaffolding, graphic organizers, dialogues, journals, portfolio assessments, schema building, visuals, reflective charts, and contextualization, to insure optimum learning.

e. Tottenville High School students that become Proficient in the NYSESLAT are closely monitored by the ESL Coordinator and ESL Guidance Counselor. Services are provided during the Regents, such as testing in a separate location, use of a word to word glossary, Native Language exams (if offered by NYS Education Department) and extended time. Partnerships are continued and encouraged by our staff with the parents. Students are able to become Student Ambassadors and assist newcomers. This is an excellent way for the students to learn the value of community service and use their native language

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

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

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

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

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

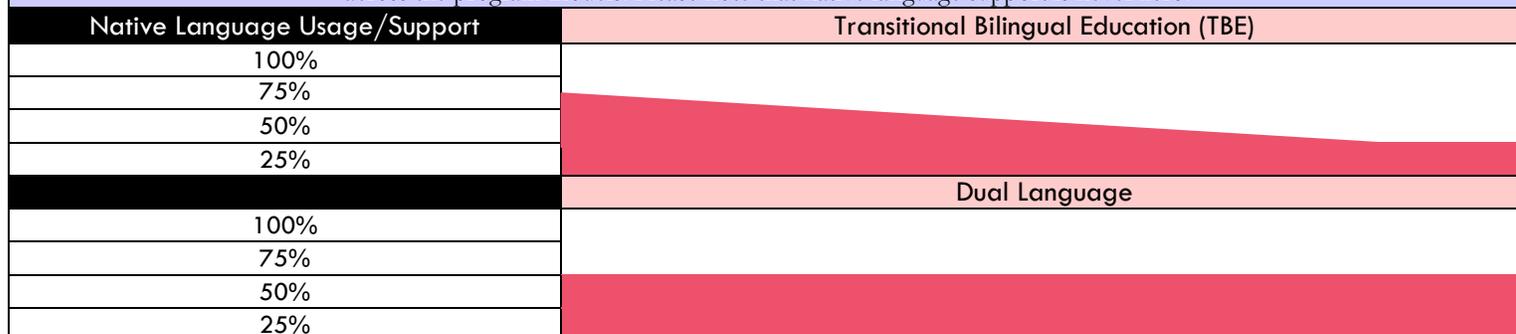
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

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

Native Language Usage and Supports

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



| | | | |
|--|------------------|---------------------|-----------------|
| | Freestanding ESL | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. | | | |

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

We are not going to be discontinuing any programs

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

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

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

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

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

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

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

Instruction is delivered in English (target language). Teachers of ESL students use a standard-based, cross-cultural format. Instructional: Tottenville High School contains a freestanding ESL program. There are three levels:

- Beginner – (includes literacy level) has one general E.S.L. class and two E.S.L. “workshop” classes that focus on listening/speaking and reading/writing.
- Intermediate – students take two classes per day focusing on listening/speaking and reading/writing.
- Advanced – E.S.L. students take one E.L.A. general education literature based course and one E.S.L. workshop.

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

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

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

Tottenville High School holds a student orientation prior to the beginning of the school year. Newly enrolled ELL's are greeted by the ELL Coordinator and Student Ambassadors. Students are given a private tour of the school and offices. They are introduced to

staff and walked through all the necessary start-up procedures, such as taking the photo for their identification cards, purchase of the gym uniforms, lockers, etc. Students are then provided with bilingual dictionaries and glossaries. Question and answer session is held. Students are escorted by the Student Ambassadors to their classes for their first day of school. A letter of introduction is given to each teacher.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

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

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Tottenville High School

School DBN: 455

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R455 School Name: Tottenville High School

Cluster: 4 Network: 405

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

Part A: Needs Assessment Findings

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

Part B: Strategies and Activities

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

| Part A: School Information | |
|--|-------------|
| Name of School: Tottenville High School | DBN: 31R455 |
| This school is (check one): | |
| <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): |
| <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: 40 |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 2
of content area teachers: 3

Describe the direct instruction supplemental program here and include the

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

Begin description here:

With our Title III Funds we offer ELL Science Tutoring in both Living Environment and Earth Science in English prior to start of our school day. These classes are offered to both our current ELLs and our formal ELL population. These classes offer academic vocabulary, concepts and hands on lessons to ensure academic success in all the areas of science. These classes support the Living Environment and Earth Science curriculum through The Common Core Learning Standards. Virtual Learning books, CDs and DVDs have been purchased with Title III funds to support our ELL population. The Science Title III Tutoring will begin in December of 2014 and continue throughout the school year to June of 2015. It will start up again for the 2015/2016 school year.

Global and U.S. History tutoring is available after school on Tuesday, Wednesday and Thursday. It is restricted to ELLs and Former ELLs. These classes offer academic vocabulary, concepts and hands on lessons in alliance with The Common Core Learning Standards. Glossaries, dictionaries and Native Language textbooks are used to support our ELLs. These classes run from October 14, 2014 through June 11, 2015. It will continue throughout the 2015/2016 school year.

In the Spring, we will be offering after school support for the New York State English as a Second Language Achievement Test (NYSESLAT). Continental's New York ELLs workbook will be purchased to support the students in Speaking, Reading Writing, Listening and Transition to English Language Arts. The tutoring will be offered beginning March of 2015 through May of 2015. It will run again for 2016.

ELLs that are in E.S.L. longer than three years (long-term E.L.L.s) have supplementary instruction before and/or after school that focus on listening/speaking and reading/writing. Tutoring is also offered preparing students for the Regents. We also offer college prep courses through our Guidance Department and Beacon Program.

Title III will allow us to purchase forty flash Drives for the students to keep their work in a digital portfolio and print various assignments from the library. Title III will also purchase the following for the after school program: Textbooks, classroom supplies (paper, pens, markers, notebooks, and highlighters) for students. Title III will also allow us to purchase Continental's New York ELLs.

All Title III tutoring is conducted in English.

Part C: Professional Development

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

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

Begin description here:

Professional Development Program – Professional Development at Tottenville High School is on going and provided by school staff, support services and outside services. ESL and subject area teachers are involved in a variety of staff development activities that insure the successful implementations of instructional strategies that enhance the education of ELLs. These activities include monthly Department Conferences, bulletins and school wide Professional Development. Through the integration of local state and federal funds, Tottenville High School has made tremendous strides to ensure that teachers are better able to guide these students to meet the standards as shown in the core curriculum of New York State. Ongoing staff development sessions will include such topics as Demystifying ELLs, ESL in the Content Areas, the NY State Regents Examinations, The Common Core Learning Standards and lesson planning that includes ELL Students, Differentiation and Literature-Based Instruction for English Language Development.

Michelle Young (History), Jacqueline Andrawis (Living Environment) and Susan Shapiro (Earth Science) will receive training from Marie Granite, our ESL Coordinator as well as attending Network Professional Development to support our ELLs with their instructional strategies to help enhance the education of ELLs in the Title III program. Title III funds will allow us to participate in professional development offered through the network and the DELLSS.

Part D: Parental Engagement Activities

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

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

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

Part D: Parental Engagement Activities

Our Family and Student Handbook has been sent out for translations to advise families of important school procedures, guidelines and many wonderful activities, programs and opportunities. In addition to the Handbook we provide opportunities for all parents to become familiar with various programs offered in our school by way of PTA meetings, orientation nights, conferences and workshops. We offer refreshments at these events. Translators are always available. Links are maintained with parent leadership and community based organizations. Parents will be notified of these events through translated letters and phone calls.

We work closely with groups that serve immigrants, such as El Centro and the New York Immigration Coalition. We collaborate with feeder schools and with institutions of higher education. We are currently working with The College of Staten Island (CLIP - CUNY Language Immersion Program) to set a workshop for ELLs and their families. Field trips to the New York City Public Library, TD Bank take place with our ELL population and their families, as well as a cultural trip to Manhattan. In the Spring we will host an International Night for the entire school and their families.

Title III funds will provide parents with two specific workshops in November and in March. Parents are notified of the events by translated letters and telephone calls. These workshops will inform the parents of the resources offered and Title III supplemental services within our school community to better support their children. Interpreters and refreshments are provided. Our ESL Coordinator, Marie Granite, invites guest speakers such as the Parent Coordinator, College and Career Guidance Counselor as well as the specific ELL Counselor.

Title III funds will allow us to provide refreshments at the parent meetings.

Part E: Budget

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

Allocation Amount: \$11200

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|--|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem | \$6720 | 110 hours of tutoring after school and 23 hours of tutoring before school. Budgeted amount includes fringe |
| Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. | \$663 | Professional Development for ELL staff |
| Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, | \$3567 | Textbooks, classroom supplies (paper, pens, markers, notebooks, highlighters and 40 flashdrives) for students Interpreters for Title III meetings |

Part E: Budget

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

Allocation Amount: \$11200

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|---|
| instructional materials. <ul style="list-style-type: none">• Must be clearly listed. | | 40 Copies of Continental's NY ELLs (\$736.45) |
| Educational Software (Object Code 199) | | _____ |
| Travel | _____ | _____ |
| Other | \$250 | Food for families during workshops and conferences |
| TOTAL | _____ | _____ |