

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R455

School Name:

TOTTENVILLE HIGH SCHOOL

Principal:

JOSEPH SCARMATO

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Tottenville High School School Number (DBN): 31R455
Grades Served: 9 - 12
School Address: 100 Luten Avenue, SI, NY 10312
Phone Number: 718-668-8800 Fax: 718-317-0972
School Contact Person: Susan Shapiro Email Address: SShapiro6@schools.nyc.gov
Principal: Joseph Scarmato
UFT Chapter Leader: Jessica Peterson
Parents' Association President: Susan Zagorski and Julianne Pantaleone (Co-Presidents)
SLT Chairperson: John McCabe
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Steven Thomas
Student Representative(s): Gabrielle Sherman

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace – Bldg. A, SI, NY 10301
Superintendent's Email Address: alodico@schools.nyc.gov
Phone Number: 718-420-2657 Fax: 718-420-5667

Borough Field Support Center (BFSC)

BFSC: 31 Director: Kevin Moran
Director's Office Address: 715 Ocean Terrace – Bldg. A, SI, NY 10301

Kmorran2@schools.nyc.gov

Director's Email Address:

718-556-8367

212-374-4252

Phone Number:

Fax:

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Jessica Peterson	*UFT Chapter Leader or Designee	
Susan Zagorski	*PA/PTA President or Designated Co-President	
Karen Zanotta	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Steven Thomas	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Gabrielle Sherman	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sherry Paterno	PTA	
Camille Adesso	PTA	
Angela Tallini-Gosine	PTA	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ellen Ebrahim	PTA	
Maria Montaperto	PTA	
Ann Ferrelli	UFT	
John McCabe	UFT	
Cliff Bloom	CSA	
	Member/	
	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Tottenville High School is a comprehensive academic high school of approximately 4,000 students. Dedicated to providing an exemplary education in a caring environment. All students; high achievers, special needs students, English Language Learners and reluctant to learn students are supported and provided customized tools to help them achieve their individual potentials.

Our Mission declares that all students attending Tottenville High School will develop the skill-set necessary for critical and creative thinking required to graduate college and be an active participant in our local and global community. Tottenville engages all students in the journey towards becoming academically and socially well-rounded, based on our integrated curriculum delivery, seeped in the core values of Respect, Responsibility, Scholarship and Service.

Tottenville has been designated as a School of Excellence by the US Department of Education and the New York State Education Department in recognition of its exceptional programs and notable achievements. The school received a Proficient from the City's Department of Education in all categories, except School Culture, in which Tottenville received a Highly Developed.

Tottenville offers rigorous Institute programs in Science and Humanities, as well as, Honors Programs **in blank**, extensive Advanced Placement Courses, College Now courses affiliated with the College of Staten Island, St. John's University and Kingsborough College. Tottenville has award winning programs in Visual and Performing Arts. Tottenville offers a wide variety of State recognized Career and Technical Education including; CISCO Certification, Advertising and Design, Medical Technology, Dental Office Careers, Dental Laboratory Technician, Culinary Arts, Architecture and Automotive Careers. Tottenville has incorporated online classes into our course offerings in a variety of academic subjects through iLearn.

Collaborative community-based partnerships including 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, NYSERDA, St. John's University, Wagner College, Polytechnic University, Project Learn, ENACT, Young Audiences NY, Junior Achievement, C-CAP, Globe, JCC Beacon and New York State School Music Association, all provide access to advanced courses, evening and weekend enrichment programs, tutoring and Saturday Learning Centers. The school as a host of internship and job shadowing opportunities, particularly in CTE and boasts such partnership programs, such as Con Edison Shadow Program, Construction Skills Program and the School of Cooperative Technical Education (COOP Tech), The Italian American Organization offers aid to any student or parent who seek help with citizenship or other social services. The Partnership with St. John's affords Seniors the opportunity to travel to a College setting, participate in real world challenging college courses where they earn actual college credit. Tottenville proudly announces an innovative partnership with Wagner college to provide a seamless entry into Wagner's specialized programs.

Tottenville High School is committed to increasing the graduation rate and lowering our drop out rate by developing multiple options for students to earn their High School diplomas. Among these meaningful options are the housing of the Young Adult Borough Center here at Tottenville. The YABC accepts overage and undercredited students. The Pathways to Graduation Program was (successfully?) implemented for the blank number of students (out of the initial class of 25) who qualified to earn the Test Assessing Secondary Completion (TASC degree) through the Department of Education's District 79. Tottenville is pushing the pedagogic boundaries with the Institute of Basic Research.

In the 2014-2015 school year, Tottenville High School showed remarkable growth in the areas of improved Instruction and more cohesive School Leadership. As a result, the emphasis on college readiness saw significant gains. Tottenville High School will continue efforts to increase consistency across classrooms and alignment to the Common Core Standards. The new House organization will allow for the use of frequent, informal and formal intervisitations both by peers and supervisors-allowing for multiple exposures to best pedagogy. Parents will be leveraged to reinforce methods in the classroom and finally, the students work itself, will continue to be showcased throughout the school reinforcing the culture of excellence.

31R455 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	4005	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	43	# SETSS	N/A	# Integrated Collaborative Teaching	109
Types and Number of Special Classes (2014-15)					
# Visual Arts	42	# Music	54	# Drama	N/A
# Foreign Language	88	# Dance	N/A	# CTE	27
School Composition (2013-14)					
% Title I Population	2.2%	% Attendance Rate			90.3%
% Free Lunch	24.7%	% Reduced Lunch			6.2%
% Limited English Proficient	1.0%	% Students with Disabilities			16.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			1.9%
% Hispanic or Latino	10.7%	% Asian or Native Hawaiian/Pacific Islander			4.6%
% White	81.6%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.34	# of Assistant Principals (2014-15)			12
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			13
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	1.6%	% Teaching Out of Certification (2013-14)			11.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			7.21
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	86.2%	Mathematics Performance at levels 3 & 4			77.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	89.5%	% of 2nd year students who earned 10+ credits			84.9%
% of 3rd year students who earned 10+ credits	86.2%	4 Year Graduation Rate			85.1%
6 Year Graduation Rate	89.9%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District		Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	NO	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	NO	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The results of the School Survey showed that both teachers and students acknowledged that students are provided reading and writing experiences from texts that are both literary and informational on a daily basis. We have designed our 2015-2016 Instructional Focus to 1) promote school-wide coherence among all constituents 2) ensures that students experience consistency in expectations. Tottenville strives to provide instruction that is customized, inclusive, motivating and aligned to the Common Core. This goal will increase consistency and uniformity across classrooms and improve alignment to Common Core Standards and standardized testing expectations, as suggested by our Quality Review. The creation of these units of study will allow Tottenville faculty and students to actively seek out ways to develop critical thinking, specifically highlighting standards based learning. Teachers and administration seek to design and implement coherent curriculum that is accessible to students across the learning spectrum. Our implementation of increased ICTS classes will continue as student performance has improved, with a shift in the focus to creating meaningful performance tasks to conclude each of the aforementioned units based on feedback by the Principal, Assistant Principals, colleagues, and looking at student work. These units of studies will not only be Common Core aligned but continue to implore a Universal Design for Learning in each classroom. Cumulatively, the need for an increase in Common Core aligned units and redesigned tasks will increase the rigor in the classroom, and produce better writers. Last year's ELA passing rate was 88% (833 out 947), which represents an increase of 7% from the previous year. In light of this year's new tests' roll-out, we are will strive to increase another 2% to achieve a 90% passing rate.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be the development, refinement, and implementation of six (6) units of study of Common Core aligned Planning in each class of; Mathematics, English Language Arts, Social Studies, Science, Languages Other Than English, and Career & Technical Education.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
House Meetings Daily (horizontal planning)	School-wide community	Mid-year and End of year	Administration and teaching faculty
Content Meetings Weekly (vertical planning)	Teaching Faculty	December 1 for January Test administration and May 1 for June administration	Administration and teachers
This marks the second year in our transition to "teacher as guide on the side" promoting rigor as evidenced by students engaged in thinking aloud.	Teachers and students	Sept 2015 -June 2016	Teachers and paraprofessionals

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>The Principal and Cabinet will provide objective support and guidance to staff to allow for the unencumbered development of the Common Core Aligned Units of study. The School Based Professional Development Committee will function as a central coordinating body to generate dynamic and compelling professional development that will be delivered on Mondays weekly. Pearson Common Core Curriculum ELA Pilot for the 10th grade and the 11th grade Common Core Curriculum (which is recommended by the New York City Department of Education) , will be shared across Houses to create continuity and interdisciplinary fluidity. Tottenville will be utilizing the Big Ideas Algebra and Geometry Curriculum in math classes, which is aligned to the Common Core Standards and again, the House will be the primary vehicle to disseminate the information.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In both house and department settings teachers will assess their students' achievement on the pilot oral examinations, role-playing, problem-based assessments and collaboratively created Common Core Aligned activities. Teachers will keep track of their meeting discussions and produce the actual units of study for review, as Assistant Principals provide guidance and feedback to assure a "living document". The School Professional Development Committee will host Professional Learning activities that highlight creating Common Core aligned units of study and work towards unpacking certain standards as a school community. By January 2016, 3 units of study should be submitted to for a timely completion of our goal. Pearson's curriculum will be assessed based on mid-year mock Regents and end of year Regents improvement over last year.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The Tottenville Cabinet was pleased with the Learning Environment Survey result that a large subsection of the school's faculty felt that the vision of the school's mission was clearly communicated. However, the Survey did reveal that teachers would like to have clearer expectations established about how best to implement what is learned through Mondays' Professional Development as it relates to preparing students for the CCLS aligned common assessment in ELA and Mathematics.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% of our students will participate in at least ONE CCLS aligned common assessment in ELA and Mathematics each with embedded writing tasks on exposition/argumentation/persuasion as evidenced by student work products. Students will demonstrate progress toward meeting their goals as indicated on their IEPs as measured quarterly using multiple criteria, including but not limited to state and local assessments, student work samples, and performance tasks.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

The Principal will hold New Teacher Workshops to provide mentoring services to teachers who are new to the profession and or new to school, highlighting their role in the inquiry cycle and demonstrating best practices to integrate the School's Instructional Focus into daily lesson planning.	New Teachers	9/2015-6/2016	Principal, Administration,
The calendar of assessments will be coordinated to allow for students to demonstrate mastery of content. Specifically, a pilot focusing on subset of our 9th grade population will be instituted to follow progress closely.	Faculty	9/2015-6/2016	Principal, APs, Lead Instructors, Teachers
The Schools Based Professional Development Committee, as an integral part of the inquiry cycle, will choose execution methods to support delivery of focused goals established by the Chancellor.	Faculty	9/2015-6/2016	Principal, SPDC, Lead Instructors, APs

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
In order to meet the learning style needs of our students and aid in meeting IEP goals, through assessment, Tottenville High School will be continuing Alternate Assessment classes and IEP Writing Workshops for ISS teachers. In order to reach educational goals, especially for students at risk, we will be providing tutoring in a small instructional group and individually. We will be using NYSTL monies to support Reading Lexile Levels and Gates-McGintie Testing Series for ELA. Some monies may be procured for unfinished grading to keep the benchmark results completed in a timely manner.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Working closely with the AP of Testing and Accountability, the SPDC will calendar the mid-year mock Regents in January, in order to gauge the number of students taking the test. By January 2016, guidance counselors and IEP coordinators will identify which students remain at risk, and provided appropriate service/classes (if necessary for Spring semester). A committee of teachers and administrators will meet after the administration of the mock regents to identify best practices for using data to influence instruction and turnkey to department and house teams.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The School Survey showed that Tottenville Teachers are actively trying to improve their pedagogy and that they do feel that they take responsibility for improving the entire school's overall performance. While teachers felt satisfied with the past year's PD offerings, they did express an interest to have "opportunities to work with teachers from other schools." In addition, a need for more collaboration not only departmentally but across the disciplines was evident in our Quality Review feedback. One tactic to address this need is through intervisitations. The community feels through structured, colleague observations, informal feedback and a school wide effort this goal can be achieved. Assistant Principals can provide a schedule if needed, organizational assistance and guidance in the implementation of feedback if desired.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be an increase in teacher collaboration and enhanced pedagogical practice, as teacher teams will engage in at least two (2) intervisitations during the 2015-2016 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Departmental Teacher Teams will set up intervisitations and then create a forum to discuss the feedback of colleagues</p>	<p>All teachers</p>	<p>weekly</p>	<p>APs and Teachers</p>
<p>Formal and informal Intervisitations</p>	<p>All faculty</p>	<p>At least one per term (teacher to teacher), multiple per year (APs)</p>	<p>Principal, APs, SBPDC, all staff</p>
<p>Weekly Cabinet Instructional meetings to further develop teacher pedagogical enhancement and common language for feedback.</p>	<p>Cabinet</p>		<p>Cabinet</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Instructional resource guides will be provided to teachers to aid in accomplishing the goal, as well as funds will be reserved for coverages/per diem to allow for some external Professional Development and/or visiting other schools.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>A tracker system system will be employed, whereas the teachers involved in the intervisitations complete an online, shared document to keep track of classroom visits and the upcoming appointments. By the start of February 2016, each teacher should have completed at least one (1) round of intervisitations.</p>

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on our Learning Environment Survey (LES) results, teachers expressed that their comfort level with the Danielson model has increased but they expressed that they wanted more concrete examples of how to incorporate it into planning and delivery of highly effective lessons. Therefore, the area of concentration is the on-stage components of 2 and 3, specifically 3b and 3d. The use of frequent, informal and formal observations will provide timely anecdotal feedback for teachers' reflection and the Cabinet to perform walk-throughs and group observations. The need for this goal was apparent in the collection of Advance data, where teachers were scoring lowest in these components across the board. Some of our outside evaluators and invited guests last school year, encouraged increased formative assessments, with the possibilities of 1 or 2 uniform checks for understanding, to concentrate on 3d for our teachers.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of the faculty will develop their pedagogy and participate in Professional Learning in Component 3b and 3d through common planning/teacher team meetings and Mondays' Professional Development.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional development opportunities agreed upon by pedagogical and supervisory staff focusing on the strengthening of their understanding of Danielson.</p>	<p>Faculty</p>	<p>Weekly</p>	<p>Principal, APs, Lead Instructors, Teachers</p>
<p>Monthly Lunch and Learn Meetings</p>	<p>All Faculty</p>	<p>Bi-Weekly</p>	<p>Principal</p>
<p>Weekly informal forums with the Principal</p>	<p>Faculty</p>	<p>Weekly</p>	<p>Principals, APs, Faculty</p>
<p>Departmental Lunch and Learns offered by Assistant Principals with a specific component as a target.</p>	<p>Teachers</p>	<p>Monthly</p>	<p>Assistant Principals</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>In order to achieve this goal, Tottenville High School reorganized into grade level Houses, fostering more extensive teacher team work and a common planning period. Per session will be utilized for the required personnel needed to aid in the reorganization and relocation of classes/ classrooms in order to revamp the programming structure. There will be PTA sponsored lunches/snacks provided at some of the Lunch and Learns. Teachers will develop and refine units of study using instructional resources recommended to the administration, and provided to the teachers, by their request. This includes the "Common Core Standards and Strategies Flip Charts" for both Math and ELA, outlining every standard and divided by subject, for every department. In addition, we will purchase 60 licenses for <i>Rubicon Atlas</i>, a curriculum writing and archival computer system for teacher teams to use in order to organize their lesson plans, units of study, and performance tasks and assessments. We will also purchase two or more training sessions for administrators and teachers for those designees who will be the administrator of a Rubicon account, as they are a New York City Department of Education approved vendors for Professional Development.</p>											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>		<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>	<p>X</p>	<p>PTA Funded</p>		<p>In Kind</p>	<p>X</p>	<p>Other</p>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will depend on the data collected on Advance system for this school year in comparison to last school year to show our progress. By departments, teachers will be surveyed mid-year to determine if they have found professional learning activities to be useful, in order to use that data to make adjustments and craft the rest of the professional development calendar. Teachers will be surveyed and asked to reflect on their evaluations thus far, requesting any additional supports they identify as being necessary from the administration to achieve their growth goals.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The Learning Environment Survey indicated a low parent participation rate. It also brought to the attention of our learning community that 61% of student respondents said that they had witnessed other students harassing or bullying other students at least some of the time. Administration, faculty, guidance and support staff, along with the Parent Teacher Association and the Student Organization will intervene in their classrooms, hallways and public spaces in the building, in homes and at school social or athletic events to reduce the incidence of this offense. Tottenville boasts award of 3rd place in the City for the presitigious Ad Council's Bullying Prevention Campaign. Tottenville's Mentoring Program launch (matching Seniors with Freshman) was well received.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be an increase in parent engagement by 5% at PTA meetings and by 5% participation on the Learning Environment Survey (from 33% to 38%). By June 2016, teachers and guidance will work in concert to develop and deliver strong anti-bullying training at at least two PTA meetings.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The Student Organization will host an assembly for all students (by grades) increasing the social awareness of students about the effects of bullying.</p>	<p>all students</p>	<p>November 2015 planning with a March 2016 delivery</p>	<p>Guidance, Student Activities Coordinator, AP of Student Life and the Officers of the Student Organization.</p>
<p>The CTE, Advertising, will coordinate participation in the AdCouncil's Bullying Prevention Campaign, coordinating with Fine Art and English classes, television production classes and music classes and computer programming classes to produce a true multi-media campaign.</p>	<p>All Students</p>	<p>For unveiling in March</p>	<p>VPA Department in conjunction with the SO and the PTA.</p>
<p>Continuation of the successful Freshman /Senior Pairing Mentorship Program.</p>	<p>170 students</p>	<p>October 2015 through June 2016</p>	<p>Dedicated Staff</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>In order to achieve this goal we must continue to program a Mentoring class as part of our English program. In addition, the student organization will host a variety of anti-bullying assemblies and social activities to target the underclassmen population specifically. Monies will be procured to invite BOXOUT Bullying, Theater on the Move, The Anti-Defamation League, Follow us to Success Assembly Program, and other DOE sponsored programs. Furthermore, supplies will be provided for Fine Art, English, Television, and Music classes to participate in AdCouncil's Bullying Prevention Campaign.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By Regents week of January 2016, an SLT sub-committee will be established and two meetings will be scheduled for Spring term delivery. Survey students (freshmen) participating in Connect with Kids to see if they are experiencing benefit from participation in the program (as measured by usefulness in life-skills learned and overall applicability to their other classes).

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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	JCC Beacon Program, New York Center for Interpersonal Development (NYCID), Relationship	Many of these programs require 1:1 work with students. However, in some cases, group	The majority of these support services are available throughout the school day. The JCC Beacon program

	referrals, Attendance Committee recommendations	Abuse Prevention Program, Crisis Counseling, Bereavement Counseling, Peer Mediation, Attendance Outreach, Respect for All Initiatives, and referrals to outside agencies	counseling is also available	is a primarily after school program
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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 activities and strategies for high quality professional development for teachers, principals, 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

<p>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, 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	N/A	N/A	N/A
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	N/A	N/A	N/A
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	N/A	N/A	N/A

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:

- 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.
- 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:

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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)

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 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, School Quality 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)

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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to 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.

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: <u>Tottenville High School</u>	DBN: <u>31R455</u>
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: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____

With our Title III Funds we offer ELL Science Tutoring in both Living Environment and Earth Science 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

Part C: Professional Development

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.

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 	<u>\$6720</u>	<u>110 hours of tutoring after school and 23 hours of tutoring before school. Budgeted amount includes fringe</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>\$663</u>	<u>Professional Development for ELL staff</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$3567</u>	<u>Textbooks, classroom supplies (paper, pens, markers, notebooks, highlighters and 40 flashdrives) for students</u> <u>Interpreters for Title III meetings</u> <u>40 Copies of Continental's NY ELLs (\$736.45)</u>
Educational Software (Object Code 199)	-	_____
Travel	_____	_____
Other	<u>\$250</u>	<u>Food for families during workshops and conferences</u>
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Joseph Scarmato	Assistant Principal Marie Granite
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Irene Giacalone	School Counselor Alla Patrick
Teacher/Subject Area Jacqueline Andrawis	Parent Li, Gui Fang
Teacher/Subject Area Michelle Fiore	Parent Coordinator Connie Assennato
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Anthony Lodico	Other (Name and Title) Kevin Sacco (Teacher)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	3921	Total number of ELLs	51	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	51	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	7
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	3

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	27			4	6	12	3		9	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										5	6	11	4	0
Chinese										2	1	1		0
Russian										6	5	4	2	0
Bengali														0
Urdu										1		1		0
Arabic										5	3	4		0
Haitian														0
French														0
Korean										2		2		0
Punjabi														0
Polish										1				0
Albanian										1		2	1	0
Other										4	2	2	2	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										3	2	1	0	0
Emerging (Low Intermediate)										1	1	0	1	0
Transitioning (High Intermediate)										2	2	2	1	0
Expanding (Advanced)										2	3	6	3	0
Commanding (Proficient)										4	14	3	3	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													3	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										7	6	15	4	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	7		3	
Integrated Algebra/CC Algebra	14	2	11	1
Geometry/CC Algebra	8		7	
Algebra 2/Trigonometry Math _____	5		3	
Chemistry				
Earth Science	4	1	1	0
Living Environment	18	5	9	3
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	11	2	8	1
Geography				
US History and Government	5	1	3	0
LOTE		1		
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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. This will help guide the instructional plan by being able to view and analyze the results to come up with an instructional plan
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSITELL and NYSESLAT are used as diagnostic exams. This establishes a baseline for the students and allows us to monitor growth throughout the year. The analysis of the data helps with the grouping within the classroom for differentiated instruction.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Tottenville High School uses the AMAO tool to measure and analyze student achievement data in the content areas for ELLs (current and former). The data is used to focus on the academic achievement of ELLs and to design effective instructional programs and/pr interventions. We target data driven instructional programs to impact student learning. Based on AMAO analysis and indicator we have two ELLs that are SIFE, 9 under credited ELLs, 1 held over in the past 3 years, 12 at-risk level 3, 4 ELLs Level 5, 1 ELL passed the ELA regents, 3 ELLs years of service 5 or 6 and 4 ELLs with 2 or more years of service but scored at the first quartile.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - Based on the results of the 2015 Regents:
 - English -43%
 - Integrated Algebra - 79% English 50% Home Language
 - Geometry - 88%

4. Algebra 2/Trig - 60%
5. Earth Science - 25% 0% Home Language
6. Living Environment - 50% English 60% Home Language
7. Global History - 73% English 50% Home Language
8. U.S. History - 60% English 0% Home Language

With the exception of Living Environment, a higher percentage of ELLs are passing regent examinations in English.

B. The results of the periodic assessment are used to drive instruction.

C. Data is analyzed from the results and used for instruction. The ELL Guidance Counselor and ENL teachers carefully review the results and base future instructions on the needs of the students. Individual attention is kept for all ELLs with an emphasis on their first language to assist and guide instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here:

6. How do you make sure that a student's new language development is considered in instructional decisions?

We at Tottenville High School offer second language support through websites, (Achieve 3000) text books, periodicals and dictionaries/glossaries. We offer ELL content specific tutoring with Arabic, Spanish, bilingual teachers assistants and pedagogues.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

We at Tottenville High School currently do not have a Dual Language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The success of our ELLs is based on class results, regents results taken both in English and Native Language and graduation results. As a school we look at the Data Analysis and Estimation from the AMAO. We use the information from our Periodic Assessment to guide instruction to ensure academic success.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

There are four steps to identifying English Language Learners (ELLs). This process is conducted by a trained pedagogue, Marie Granite (Assistant Principal of ENL and LOTE), Irene Giacalone or Mr. Kevin Sacco ENL teachers. A Home Language Identification Survey (HLIS) is administered. This is part of the general intake procedure. The home language is determined based on the results of the results of the of the HLIS, which includes an interview with both the parent and student in English and the home language. Translation services are available through the DOE's Translation and Interpretation Unit or within our school we have Spanish, Italian, Arabic, Albanian, Urdu, Hindi, Russian, Chinese (to name a few). Parents can have their questions answered in their preferred languages. If the student's home language is not English, the ELL identification process continues. There is a more in depth interview, and review of the IEP (if applicable), in order to determine NYSITELL eligibility. We have to determine whether the student has English oral and literacy skills sufficient for the grade into where the student is enrolling. A transcript from a previous school is evaluated to ensure proper placement. The Language Proficiency Team determines whether a student should take the NYSITELL. If the LPT determines that the student does not have English Language acquisition needs then the student should not take the NYITELL. All new students with a Home Language of Spanish are newly identified as ELLs based on the NYSITELL results will be administered the Spanish LAB during the 10 day testing window.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

In order to identify SIFE, we at Tottenville High School take into account the initial interview of the student (which is given in both languages). We look at the results of the NYSITELL, the results of the Spanish LAB (if taken), review of the student work with ESL and content area teachers. All of this is done within 30 days of the student's enrollment. We at Tottenville give the students a questionnaire in which we ask questions with regard to Personal and Language information, Family and Home background, Education History and Language and Literacy practice. SIFE can also be determined by classroom teachers and portfolio.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members

(refer to ELL Policy and Reference Guide, ELL Identification section).

If a student enters Tottenville High School with an I.E.P. and the home language is other than English, the Language Proficiency team reviews the evidence of the student's language development. If eligible based on review, the student would then take the NYSITELL.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Upon determination and results of the NYSESLAT, Tottenville High School, Mr. Sacco, Mrs. Granite or Mrs. Giacalone will contact the parent/guardian of the student with the results and follow-up with a mailed letter. An additional copy is given to the student to take to take home.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section).

The reidentification process will be explained and clarified to parents during their initial visit to Tottenville High School by the trained pedagogue. 1. The parents must request to initiate the Re-identification process to the Principal 2. We review all the documents. 3. The team reviews the the student's work in English and the home language. 3. We consult with a parent or guardian. 4. We conduct a review on the students abilities of Speaking, Writing, Reading and Listening in English. 4. Appropriate staff consults with the Committee on Special Education if the student has a disability or suspected of having a disability that may impact the abilities in listening, speaking, reading and writing in English. 5. Based on the recommendaion of qualified personnel, the Principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian. If the recommendation is not to change the ELL status, no further actions are necessary; if the recommendation is to change the status relevant documents and recommendation are sent to the superintendent for final decision. 6. Written notification of the decision is sent from the superintendent to the Principal in the parent's preferred language within 10 days of the receipt of documentation from the principal. The the decision is not to change the ELL status, not further action is necessary. If the decision is to change the ELL status, the student's program will be modified accordingly.

All correspondence to parents is conducted in the parent's preferred language. Letters, records and files are maintained by Ms. Granite and some correspondence is stored electronically by both Ms. Granite and Mr. Sacco.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

2. After the Home Language Survey is given and the pedagogue has interviewed both the parents /guardian (in language of choice) and student (in both English and native language), the Parent Orientation is then conducted. The LAP and CR Part 154 is discussed and 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. Transitional Bilingual Education (TBE) programs include language arts and subject matter instruction in the students' native language and English as well as intensive instruction in English as a Second Language. As the student develops English proficiency using the strengthened knowledge and academic skills acquired in the native language, instruction in English increases and native language instruction decreases. Dual Language programs provide half of the instruction in English and half in the native language of the ELLs in the program (e.g., Spanish, Chinese, Haitian Creole). Students of the native language are taught alongside English-speaking students so that all students become bicultural and fluent in both languages. Freestanding English as a Second Language (ESL) programs provide all language arts and subject matter instruction in English through the use of specific instructional strategies. Support in the native language may be availablel .

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

3. Parents' Preferred Language Form (available from the Translation and Interpretation Unit, this form collects the language preference of parents for school communications) 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.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Parent Survey and Program Selection forms are held by the ESL coordinator and in the students' cumulative file. Because an orientation is done upon intake, the Parent Survey and Selection forms are returned immediately to the trained pedagogue. If for some reason the parents/guardians decide to complete the selection form at home, outreach is done to make sure the selection form is returned. A parent meeting is requested to discuss options in further detail.

9. Describe how your school ensures that placement parent notification letters are distributed.
3. Parents' Preferred Language Form (available from the Translation and Interpretation Unit, this form collects the language preference of parents for school communications) 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.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
A binder/file is kept by the ESL Coordinator for every ELL in the school. The records entail a copy for the HLIS form, entitlement, non entitlement letters, correspondence and any other pertinent information on the student.
11. 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. Make-up dates are scheduled for any students that were absent for any of the four test components. Parents are informed of the importance of taking the exam through
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued Entitlement and Transitional Support Letters are sent out in late August or early September by mail. These letters are sent in the languages requested by the parents. An electronic version of the letter is kept on file.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- 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 .

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- a. Freestanding ENL program.
At Tottenville High School, we have both Stand-Alone and Integrated ESL classes with a content area teacher of English. Mrs. Giacalone has an English and TESOL license. She teaches 11th and 12th grade English classes that have ELLs. Mr. Sacco, a licensed ESL Teacher pushes into a 10th and 12th grade English class. Ms. Granite, pushes into a 9th grade English class. These classes are taught with ENL strategies and methodologies providing language acquisition and vocabulary support. Mr. Sacco, teaches two stand alone ENL classes to our Entering and Emerging 9th and 10th grade students.
- b. TBE program. *If applicable.*
To date Tottenville High School does not have a Transitional Bilingual Education.
- c. DL program. *If applicable.*
To date, Tottenville High School does not have a Dual Language Program.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Based on the CR-Part 154 Requirements for ENL we hold the following classes:

- a. Entering: 540 total minutes - 2 Stand Alone ENL classes (360 min.) with an Integrated English Class (180)
 - b. Emerging: 360 Total minutes -1 Stand alone ENL class (180 min.) with an Integrated ELA class
 - c. Transitioning- 180 minutes - 1 Integrated ELA class (180 min)
 - d. Expanding - 180 minutes - 1 Integrated ELA class (180 min)
 - e. Commanding - 90 - 1 Integrated ELA class (90 min)
3. Describe how core content is delivered in each program model. 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.
2. As per CR Part 154, Tottenville High School, delivers a freestanding ENL program model with Native Language supports. In the freestanding ENL program, beginning and literacy level students. The classes focus on listening/speaking and reading/writing. ELLs also take content classes in health education, science, math and social studies with Native Language supports. Push In classes are provided to all ELLs in 9-12 grades. ELLs with disabilities are identified as Special Education on the Individual Education Plan and are programmed for ESL as per their IEP

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.

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/ NYSITELL 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 home languages throughout the year?
- To date Tottenville does not have a Bi-lingual or Dual Language program. If we get 20 parents in the same language that want said references classes, will start a program.
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/NYSITELL 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 each of the following ELL subgroups?
- a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. SIFE – To date, Tottenville High School has two 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The Principal must provide additional support services to the student as defined in CR-Part 154-2.3 and may reverse the determination within this same 6-12 month period. If the Principal's decision is to reverse the ELL status/heshe must consult with the superintendent or his deginee. Final decision notification must be in writing to the parent/guardian in the parent's preferred language within 10 days.

8. 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?

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

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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. Flexible programming is provided through least restricted environment, academic testing, I.Q. testing, teacher recommendaions and previous I.E.P.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

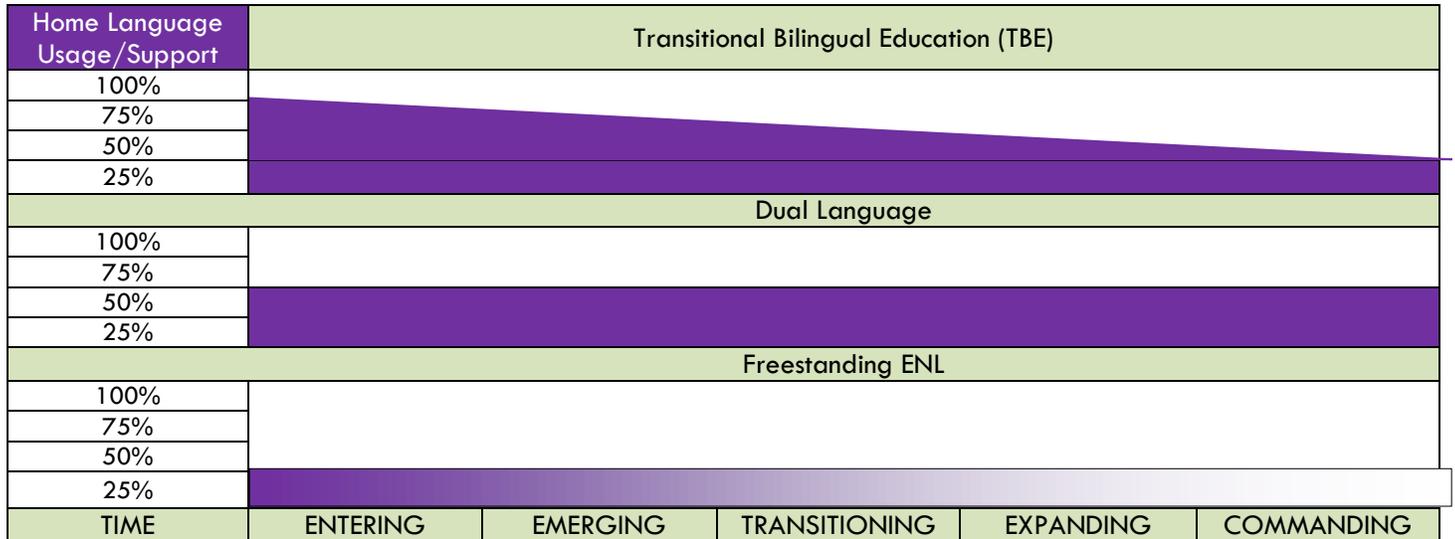


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 LPT 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. All ELLs are able to attend the tutoring which is offered through the Title III program. Communication with the content area teachers and the ELL Coordinator are on going, as is the range of intervention.
11. 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 NYSITELL 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. Teachers are aware which students are ELLs from the first day of school.

12. What new programs or improvements will be considered for the upcoming school year?
- As discussed by the LPT 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. All ELLs are able to attend the tutoring which is offered through the Title III program. Communication with the content area teachers and the ELL Coordinator are on going, as is the range of intervention.
13. What programs/services for ELLs will be discontinued and why?
- To date no programs or services for ELLs at Tottenville High School will be discontinued.
14. 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, LASO, The Italian Club, and The Sign Language Club. There are over two hundred different clubs and sports teams, all of which welcome and encourage the participation of all students including the ELL population.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- Content area textbooks are purchased (when available) in the native language. Students have a Spanish assist on the Achieve 3000 program. Magazines, periodicals, bilingual dictionaries are purchased to help support the native languages.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- 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 ENL classrooms and are available for students to borrow. When possible students are placed with bilingual teachers in the content areas and or CTT classes. They are usually paired in content classes with others that speak their native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- Instruction is delivered in English (target language). Teachers of ENL students use a standard-based, cross-cultural format.
- Instructional: Tottenville High School contains a freestanding ENL program. There are five levels:
- Entering – 540 minutes - has one general stand alone E.N.L. class and one integrated E.N.L. class and a third stand alone or intergrated ENL class with a content class. These classes focus on common core aligned lessons incorporating listening/speaking and reading/writing.
 - Emerging – 360 minutes 90 minutes of Stand Alone ENL, 180 minutes of intergrated ENL/ELA and 90minutes of ntergrated ELA or any other content area . These classes focus on common core aligned lessons, focusing on listening/speaking and reading/writing.
 - Transitioning 180 minutes, 90 minutes of intergrated ENL/ELA intergrated with 90 minutes of content area – These classes focus on common core aligned lessons, focusing on listening/speaking and reading/writing.
 - Expanding - 180 minutes - held in intergrated ENL/ELA or other content area. These classes are common core aligned focusing on listening/speaking, reading/writing.
- Commanding - 90 minutes, includes 90 intergrated ENL/ELA or other content areas.

ENL classes are homogeneous (proficiency level is the same in each class). The levels are determined by the NYSESLAT or the NYS assessments.

As per CR Part 154, Tottenville High School places students based on the results of the NYSESLAT or NYSITELL. ELL Students also take content classes in health education, science, math and social studies. ELL students with disabilities are identified as Special Education on the Individual Education Plan and are programmed for ENL as per their IEP.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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 days of school. A letter of introduction is given to each content area teacher explaining the students background and country of origin.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

To date, Tottenville High School does not have a dual language program.

B. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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. Ongoing staff development sessions will include such topics as ENL 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 ENL teachers will be attending workshops and professional development through the Office of English Language Learners as well as Teen Biz 3000 to improve instruction. Workshops offered through the Office of English Language Learners are attended by the staff at Tottenville. We are hoping to implement a Native Language Arts class in Spanish and have sent one of our Spanish teachers for training through the Office of English Language Learners. This class will help our Spanish students obtain the skills needed to succeed in their English and content area classes. The following is Tottenville's Professional Development Calendar in which Mr. Sacco, Ms. Granite and Ms. Giacalone provide Professional Development to the staff as it pertains to ELLs. The referenced offer specific ENL methodologies to ensure the staff that everyone is a teacher of ELLs

Capacity Framework & Danielson Alignment	Dates
Pupil Path Seminar	09.21.15
Datacation & SESIS	09.28.15
COLLABORATIVE TEACHERS (1a + 1e = 3d + 4e)	10.5.15
COLLABORATIVE TEACHERS (1a + 1e = 3d + 4e)	10.19.15
COLLABORATIVE TEACHERS (1a + 1e = 3d + 4e)	11.2.15
COLLABORATIVE TEACHERS (1a + 1e = 3d + 4e)	11.3.15
RIGOROUS INSTRUCTION (1a + 1e = 3b + 3c + 3d)	11.9.15
RIGOROUS INSTRUCTION (1a + 1e = 3b + 3c + 3d)	11.16.15
RIGOROUS INSTRUCTION (1a + 1e = 3b + 3c + 3d)	11.23.15
RIGOROUS INSTRUCTION (1a + 1e = 3b + 3c + 3d)	11.30.15
RIGOROUS INSTRUCTION (1a + 1e = 3b + 3c + 3d)	12.7.15
SUPPORTIVE ENVIRONMENT (1a + 1e = 2a + 2d + 3c)	12.14.15
SUPPORTIVE ENVIRONMENT (1a + 1e = 2a + 2d + 3c)	12.21.15
SUPPORTIVE ENVIRONMENT (1a + 1e = 2a + 2d + 3c)	1.4.16
SUPPORTIVE ENVIRONMENT (1a + 1e = 2a + 2d + 3c)	1.11.16
SUPPORTIVE ENVIRONMENT (1a + 1e = 2a + 2d + 3c)	2.1.16
EFFECTIVE SCHOOL LEADERSHIP (2a + 2d + 4e)	2.22.16
EFFECTIVE SCHOOL LEADERSHIP (2a + 2d + 4e)	2.29.16
EFFECTIVE SCHOOL LEADERSHIP (2a + 2d + 4e)	3.7.16
EFFECTIVE SCHOOL LEADERSHIP (2a + 2d + 4e)	3.14.16
EFFECTIVE SCHOOL LEADERSHIP (2a + 2d + 4e)	3.21.16
STRONG FAMILY-COMMUNITY TIES (1e + 2a + 4e)	3.28.16
STRONG FAMILY-COMMUNITY TIES (1e + 2a + 4e)	4.4.16
STRONG FAMILY-COMMUNITY TIES (1e + 2a + 4e)	4.11.16
STRONG FAMILY-COMMUNITY TIES (1e + 2a + 4e)	4.18.16
STRONG FAMILY-COMMUNITY TIES (1e + 2a + 4e)	5.2.16
TRUST (1a + 1e + 2a + 4e)	5.9.16
TRUST (1a + 1e + 2a + 4e)	5.16.16
TRUST (1a + 1e + 2a + 4e)	5.23.16
TRUST (1a + 1e + 2a + 4e)	6.6.16
TRUST (1a + 1e + 2a + 4e)	6.9.16
REFLECTION OF PRACTICE (1a + 4e)	6.13.16

Ms. Granite, Ms. Giacalone and Mr. Sacco also attend Professional Development as offered by the Department of English Language Learners Student Services (DELLSS)

- What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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 ELL Students, and Literature-Based Instruction for English Language Development. Tottenville High School is working closely with Achieve 3000 to improve instruction. Workshops through the Office of English Language Learners are frequented by ELL teachers.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? 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 classmen). Mrs. Granite, our Assistant Principal of ENL guides the freshmen, ELLs, newcomers as well as former ELLs throughout the year. Ethnic clubs and after school activities are encouraged. We have a very large bilingual staff which includes over 10 languages including a bilingual guidance counselor (whom is assigned to all our ELLs at Tottenville High School) Many of the bilingual staff volunteer their time to assist ELLs in our school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Training takes place both at weekly Professional Development time (80 minutes), general staff conferences, Professional Development days as well as at monthly Department Conferences. 155 of the required professional development, as prescribed in CR Part 80 is dedicated to language acquisition, this includes a focus on best practice for co-teaching strategies integrating language and content instruction for English Language Learners. In addition, this minimum staff training has also gradually become a component of our teacher team inquiry work. Teachers at Tottenville High school are offered and encouraged to attend workshops through the Office of English Language Learners.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

We at Tottenville High School start the year with a non-mandated meet and greet evening for each individual grade level. It is held the first week of school and Interpreters are provided. At these meet and greet our ESL Coordinator, Marie Granite meets with parents and discusses their child's programs and addresses any other needs both scholastic and community. A list of the PTA meeting is given to parents. Individual meetings are held with each ELL parent/guardian. These individual meetings are held at the convenience of the parents with the ELL teachers.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

On Tuesday afternoons 2:20-3:35, Tottenville High school is open to parents to meet with their students' teachers. Interpreters are provided. Parents are made aware of this at the orientation. All ELL information is held in a binder and an electronic binder (when possible).

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Tottenville High School has partnered with:

El Centro del inmigrante - provides service and support to Staten Island immigrants.

CLIP - College Level Immersion Programs (CUNY) which will assist students and their parents with the transition to college and higher education.

CUNY Citizenship Now -provides free immigration assistance throughout NYC.

5. How do you evaluate the needs of the parents?

The parents at Tottenville High School are made to feel comfortable and valued through strong communication with the ESL Coordinator, teachers and parent coordinator. An interpreter is provided upon request. Parents needs are requested and surveyed at the orientation, workshops, parent meeting and through phone conversations.

6. How do your parental involvement activities address the needs of the parents?

At the Parent Orientation, parents are advised of the many activities for ELLs in which they are all invited to. These activities include, but are not limited to: trips to the Public Library, local bank (workshop about savings, checking and college planning), a trip to the ferry using mass transit, a trip to Broadway and/or Circle Line. A partnership and workshop with EL Centro del inmigrante(a hispanic organization) which helps young undocumented immigrant ascertain proper documentation, CLIP, College Level Immersion Program, assists students and their families with the transition to college and higher education.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joseph Scarmato	Principal		1/1/01
Marie Granite	Assistant Principal		1/1/01
Connie Assennato	Parent Coordinator		1/1/01
Irene Giacalone	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Kevin Sacco	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 455 **School Name: Tottenville High School**
Superintendent: Anthony Lodico

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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 such as El Centro, with feeder schools and with institutions of higher education

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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. Parents are given and explained their Bill of Rights That information is then entered into our system. We then proceed with their preferred language of communication.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

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. We use the Department of Translation and Interpretation Unit as well as The Big Word (DOE approved vendor to translate the Tottenville High School Student and Family Handbook.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Tottenville High School has an open door policy with parents and guardians. Parent Orientations are held upon the students' intake. Translators are always available and offered. This year we will be holding four Parent-Teacher Conferences. September 30th, November 19/20, March 10/11 and May 10. One hour prior to the referenced scheduled conferences, we hold ELL parent conferences. At this time we serve refreshments, hold a meeting tailored to the families' specific needs, Parents/guardians meet Interpreters that will stay with them for the rest of the afternoon/evening.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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. We use the Department of Translation and Interpretation Unit as well as The Big Word (DOE approved vendor to translate the Tottenville High School Student and Family Handbook.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Because we have a large staff, we are able to hold on site interpretation in the following languages but not limited to, Albanian, Arabic, French, Haitian Creole, Hindi, Italian, Portugese, Punjabi, Russian, Spanish and Urdu. If needed Tottenville High School will incorporate the NYYC Translation and Interpretation Unit as well as the Big Word (DOE vendor).

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

School Security Agents are trained by the Language Access Coordinator to use the Language Palm Card and the Language ID Guide upon entry of the visitors. If an interpreter is needed, the school's Parent Coordinator, Connie Assennato, and/or Language Access Coordinator, Marie Granite, is asked to make the proper accomodations.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Tottenville High School communicates with Parents via Pupil Path English and Spanish. Our E-chalk website translates the Schools website along with notices in 34 languages. Telephone calls are made through school Messenger in 5 languages. Our staff speaks over 10 languages. We use The Big Word - Translation company to translate Tottenville High School's Student and Family Handbook. The the NYC Department of Education's Translation and Interpretation Unit.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We at Tottenville High School ask our parents directly what their needs are and what we can do as a school community to service their needs. We rely on the Parent Survey to better serve our parents. We also speak personally to our parents to ascertain their needs to help improve their lives in the community and have an open door of communication.