

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R605

School Name:

STATEN ISLAND TECHNICAL HIGH SCHOOL

Principal:

MARK ERLLENWEIN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Staten Island Technical High School School Number (DBN): 31R605
Grades Served: 9-12
School Address: 485 Clawson Street, Staten Island, NY 10306
Phone Number: 718-667-3222 Fax: 718-987-5872
School Contact Person: Mark Erlenwein Email Address: Merlenw@schools.nyc.gov
Principal: Mark Erlenwein
UFT Chapter Leader: Raymond Ferrigno
Parents' Association President: Luis Cruz
SLT Chairperson: Robert Cortes
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Barbara Malenfant
Student Representative(s): Benjamin Sorkin
Robert Cortes

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 15 Ocean Terrace, Bldg. A, Room 129, Staten Island, NY 10301
Superintendent's Email Address: alodico@schools.nyc.gov
Phone Number: 718-420-5657 Fax: 718-420-5677

Borough Field Support Center (BFSC)

BFSC: Staten Island Director: Kevin Moran
Director's Office Address: 15 Ocean Terrace, Bldg. A, Room 129, Staten Island, NY 10301
Director's Email Address: KMoran2@schools.nyc.gov
Phone Number: 212-374-4252 Fax: (718) 391 - 6109

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)
Mark Erlenwein	*Principal or Designee	
Raymond Ferrigno	*UFT Chapter Leader or Designee	
Luis Cruz	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Ben Sorkin	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Robert Cortes	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Joseph Manzo	Member/ CSA Administrator	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

1.) Contextual Information

Staten Island Technical High School is a highly challenging New York City public high school, established in 1988. In September 2005, Staten Island Technical High School was granted status as New York City's seventh Specialized High School by the NYC Department of Education, joining schools such as Stuyvesant and Brooklyn Technical High School, serving the needs of New York City's most gifted and talented young men and women.

Staten Island Technical High School's mission is to preserve a long-standing tradition of academic excellence as evidenced by our school's overall performance on N.Y.S. Regents, Advanced Placement examinations, scholarships and acceptances to various prestigious post-secondary institutions. Upon completion of SITHS' challenging and rigorous curriculum, students will be prepared to enter and succeed in post-secondary study and will attain a solid basic knowledge for career readiness.

Our school provides a nurturing and challenging educational environment developing exemplary character, scholarship, service, leadership, and citizenship. Instructional shifts in pedagogy will determine how information and data is best introduced, processed and ultimately assessed for the purpose of improving student performance.

The SITHS community fosters the development of well-rounded scholars through participation in athletics, student activities, cultural immersion and community service.

In support of our mission, it is our pledge to:

- sustain close communication between home and school that ensures greater parent/guardian involvement
- continue usage of state-of-the-art technology, as well as writing and reading "literacy" across the curricula
- provide ongoing professional development in alignment with Common Core State Standards (CCSS)
- encourage student involvement in local and global issues
- encourage lifelong fitness and health awareness

Staten Island Technical High School's college preparatory curriculum provides a robust and challenging experience through courses in Science, Technology, Engineering, Arts and Mathematics (STEAM), as well as the Liberal Arts, Health and Physical Education, along with a cutting edge Career and Technical Education program and extensive PSAL opportunities for the scholar-athlete. All 9th grade students receive an iPad to use in school and take home for four years via a 1:1 Digital Education Initiative.

Pivotal partnerships with the College Board's Advanced Placement program, The College of Staten Island, CUNY College Now, SUNY University in the High School, St. John's University College Advantage, and the College of St. Rose provide students with the opportunity to earn and graduate with 15 to 60 college credits. Over 60% of the faculty members teach AP and college level courses.

The Career and Technical Education (CTE) program features Pre-Engineering (Intro to Engineering Design, Intro to Audio-Visual Engineering, Computer Assisted 2D/3D Design, Intro to Electrical Engineering, FIRST Robotics and Intro to Computer Programming) and an extensive Work Based Learning - College and Career Exploration (WBL) sequence featuring career talks, job shadowing, career & college fairs as well as internships, supported by strategic partnerships with the Staten Island Chamber of Commerce and Economic Development Corporation.

2.) Special student populations and their specific needs:

Having a student population of Gifted and Talented learners, who are academically-mindful, extremely-motivated and goal-oriented with high expectations for their post-secondary career, challenges our school to foster an academic culture that strikes the right balance between the importance of Staten Island Tech's college and career preparatory education, while maintaining daily practices that allow for greater awareness to support social, emotional, physical and academic needs of students, to support learning.

Over the past year, the SITHS School Leadership Team has been reflecting on our success as a school community and has been weighing the pros and cons that accompany this success as well as the challenges and impact that they pose. We have also been evaluating the degree of preparedness of students entering Tech and how that plays a role in their success and the challenges that are presented to them early on.

In an effort to address these challenges and better inform the decision making process as we move towards the 2015-2016 school year, the SLT composed an Academic Wellness Proposal for the SITHS Community along with a means for the school community to share commentary via an integrated survey within the proposal. This proposal is designed and intended to enhance some of our school's best practices in and outside of the classroom, while improving the academic, social-emotional, and quality of life of the entire Staten Island Technical High School community. Students, parents-guardians, faculty and staff are encouraged to share their voice and views on these ideas to contribute to what ultimately will be the final version of this initiative for implementation in September 2015. Here is the link to the proposal - survey:

https://docs.google.com/a/sitechhs.com/forms/d/1ztfHJ9iYjb8gYviR1e5hZdSVIom7_e8rSpXIfk6J6Rs/viewform.

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.

RIGOROUS INSTRUCTION: During the 2014-2015 school year, great strides were made in enhancing an already rigorous curriculum with the continued expansion of our Advanced Placement program and 1:1 iPad Digital Education Initiative.

In the 2014-2015 school year, 950 (all 10th, 11th, and most 12th graders) of the 1249 total students took over 1,850 Advanced Placement exams, a 16% increase from 2013-2014, where 1600 exams were administered, with 90% of the students earning a 3 or higher. While the number of seats offered increased by 16%, it is anticipated that the number of students earning a 3 or higher on the AP exams will be maintained at 90% or increase. Every Staten Island Tech graduate takes at least 2-3 AP courses and as many as 11 by graduation, along with various other college accredited courses, which has led to students completing high school with anywhere from 16 – 60 college credits. In the 2015-2016 school year, Staten Island Tech intends to increase the percentage of subject mastery in 7 of the 10 Regents / LOTE exams administered.

This school year we implemented the second phase of the 1:1 iPad Digital Education Initiative with both 9th and 10th graders participating, in an effort to continue in SI Tech's tradition of providing students with the most current and cutting edge technology education advantages to enhance an already robust and rigorous curriculum with engaging instruction. Our school is transitioning from textbooks and traditional education materials to a methodology that allows for digitized Common Core aligned curriculum and resources that are interactive, collaborative, differentiated, and provide measurable feedback in real-time. All 9th and 10th grade teachers are utilizing Google Docs for Education and a digital suite of collaborative tools within their instructional practices to foster an academic culture in which students are

developing digital portfolios of their high school academic career in a collaborative environment. In the 2015-2016 school year, the 1:1 iPad Digital Education Initiative will expand to include 11th graders as well.

STRONG FAMILY - COMMUNITY TIES: During the 2014-2015 school year, we launched our new Career Development Center to capitalize and build upon pre-existing community partnerships through our school's Career and Technical Education program and College and Career Readiness initiative.

- **Work Based Learning Initiative** – The key area of focus for the 2015 school year centered on connecting classroom academic experiences with potential career pathways via Staten Island Tech's new Career Development Center (CDC). The CDC offered numerous opportunities each week, for students of all grade levels, with the ability to explore various career pathways, via our "Backpack to Briefcases" series, which featured daily presentations from outside guests, as well as Job Shadowing, Internships, and other Work-Based Learning opportunities. Staten Island Tech hosted a borough-wide CTE and Career Fair, aptly titled, CareerCon, on February 2, 2015, which offered students from all seven Staten Island High Schools with CTE programs the opportunity to explore various career pathways.

- **Summer Internships** – During the summer (2014), as a major part of launching our Career Development Center's Work Based Learning initiative, Staten Island Tech launched our first Summer Internship Program, funded by the Summer Youth Employment Program (SYEP). Over 125 Students who identified "career interests" were matched with internships that closely matched the experiences and career-related skill-sets. Some students were placed at campsites and school settings that provided challenging and exciting work experiences that cultivated character and professional skills, while earning an income as well. For the 2015 school year we expanded the number of internships offered to over 275 students, with an improved placement of students in internships closely aligned to their desired career path.

KEY AREAS OF FOCUS FOR THE 2015-2016 SCHOOL YEAR:

For the 2015-2016 school year, our key areas of focus will once again be, Rigorous Instruction, a Supportive Environment and Collaborative Teachers. As a school community, we feel that Rigorous Instruction is the central nerve system of our school's success, and is a top priority and should always be an area of focus that we consider within the development of the CEP goals. The continued integration of the Common Core Learning Standards (CCSS) as well as our 1:1 iPad Digital Education Initiative will remain a strong focus point for our faculty and administration.

Additionally, SITHS met its 2014-2015 goals within the framework of a:

Supportive Environment :

- Decreased the guidance counselor caseload by increasing the staff in the Guidance Department (1 New Guidance Counselor, 1 new AP Guidance and 1 new School Aide)
- Provided a collaborative suite for the entire guidance staff

The next step is to build upon these support structures by restructuring how we service students. Our focus next school year will be to link all 9th grade student academic scheduling to specific guidance counselors to allow for a push-in model scheduled throughout the school year, thus providing regularly occurring interactions between the guidance counselor and assigned students.

Collaborative Teachers:

- By providing teachers with Subject Area Common Planning Time for professional development and collaboration, our focus next year will be to build upon this success by expanding this initiative through the inclusion of common time for interdisciplinary work and grade-level teachers.

31R605 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	1247	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	29	# Music	9	# Drama	6
# Foreign Language	74	# Dance	N/A	# CTE	15
School Composition (2013-14)					
% Title I Population	0.2%	% Attendance Rate			96.2%
% Free Lunch	21.9%	% Reduced Lunch			9.8%
% Limited English Proficient	0.2%	% Students with Disabilities			1.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			1.1%
% Hispanic or Latino	5.4%	% Asian or Native Hawaiian/Pacific Islander			36.1%
% White	56.8%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.16	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			5
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			8.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			7.26
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	100.0%	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	99.1%	% of 2nd year students who earned 10+ credits			99.4%
% of 3rd year students who earned 10+ credits	99.0%	4 Year Graduation Rate			100.0%
6 Year Graduation Rate	100.0%				
Overall NYSED Accountability Status (2014-15)					
Reward	X	Recognition			
In Good Standing		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	N/A	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	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	N/A	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	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	N/A	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	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.

Based on an analysis of 2015 Regents passing and mastery data, 99.31% of the students passed all 11 Regents examinations, and there was a 5% average increase within subject mastery for 7 of the 11 Regent exams, while the remaining 2 Regents reflected an 8% average decrease in mastery level, and final 2 regents were new Common Core with no previous data to compare. This data reflects an overall continued upward trend compared to 2014 Regents passing and mastery data, where 99.31% of the students passed all 11 Regents examinations, and there was a 4% average increase within subject mastery for 5 of the 11 Regents exams; while the remaining 6 Regents reflected either no change or a 7% average decrease in mastery level.

Our school received a Quality Review (QR) in 2014-2015. Based on the most recent QR report in 2015, our school received a “Proficient” for QR Indicator – Assessment. The report stated that, *“All teachers track, monitor and analyze student progress, using a Learning Management System (Skedula / Pupil Path and Daedalus) and Google Docs for Education as well as digital assessment tools such as Nearpod, TurnItIn.com and Clickers. One teacher at the teacher team meeting described how members of the Pupil Personnel and Academic Intervention Services teams tap into the data regularly, providing additional support for any student whose data shows that he or she is not yet meeting academic targets.”*

Informed by the Capacity Framework Element – Rigorous Instruction, current data tracking practices, and analysis supports that efforts and strategies integrated to raise the mastery level of students has been successful on a yearly basis, yet a deeper item analysis of the Global History and Geometry Regents results has identified topics that were challenging for students, which accounts for the average 8% decrease in mastery for these subject areas. The needs assessment informed the development of the annual goals listed below.

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.

During the 2015 – 2016 school year, it is expected that 70% (7 out of 10) of the following “Performance Sub-Targets” will be achieved, where students achieve Mastery (85 or higher on the respective Regents examination):

1. Common Core English Regents: 25% Mastery
2. Global History Regents: 80% Mastery
3. US History & Government Regents: 80% Mastery
4. Russian LOTE: 90% Mastery
5. Common Core Integrated Algebra Regents: 30% Mastery

6. Living Environment Regents: 80% Mastery
7. Chemistry Regents: 50% Mastery
8. Physics Regents: 65% Mastery
9. Common Core Geometry Regents: 65% Mastery
10. Common Core Algebra 2/Trigonometry Regents: 25% Mastery

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) <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>Implementation of aligned CCSS within subject course curriculum/ curriculum map, which contains rich performance tasks that support rigorous habits-of-mind and higher order thinking skills – “Moving Students Beyond Grade-Level.”</p>	<p>Regular revisiting of CCSS aligned curriculum maps created, submitted, collaborated and shared via Google Apps for Education on a school-wide basis, aligned to the 2014-2015 curriculum sequence and reflected in the observation process for accountability purposes.</p>	<p>9/15 – 2/16</p>	<p>Point Person:</p> <ul style="list-style-type: none"> - Principal - Assistant Principals - Lead Teacher / Coach <p>Implementers:</p> <p>Teachers / Departmental Coordinators</p>
<p>Using Data Assessment Tools (iPads, item / question analysis, oral review, Datacation, Daedalus, etc.) to identify trends and make classroom-level decisions with regard to student and key subgroup performance, e.g., In-the-Moment Assessment Techniques.</p>	<p>All Teachers</p>	<p>9/15 – 6/16</p>	<p>Point Person:</p> <ul style="list-style-type: none"> - Principal - Assistant Principals

			<ul style="list-style-type: none"> - Lead Teacher / Coach - SLT <p>Implementers:</p> <p>Teachers / Departmental Coordinators</p> <p>Students</p>
Utilizing literacy modules, primary source documents, and student assessment information to influence school-wide decision-making among all constituency group members with regard to Common Core Integration and its respective instructional practices / curriculum implementation, and fair and credible assessment.	All Teachers	9/15 – 2/16	<p>Point Person:</p> <ul style="list-style-type: none"> - Principal - All Supervisory Assistant Principals - Lead Teacher / Coach <p>Implementers:</p> <p>Teachers / Departmental Coordinators</p> <p>(A collaboration with the Teacher’s College at Columbia University and the Department Assistant Principals / Coordinators is fostering the development and integration of subject specific Common Core Literacy modules, with associated assessment components for monitoring the success of respective instructional practices / curriculum implementation.</p>
Providing structured Professional Development/Collaborations (PD) with teacher teams focusing on the Danielson Framework of Teaching, engaging teachers in an ongoing inter-visitation program with their colleagues, developing exemplary teacher practices aligned to Danielson Domains 1 and 4, as well implementing highly effective engagement practices focusing on Danielson Domains 2 and 3.	Departmental Teacher Teams	9/15 – 6/16, 2 sessions per week, meeting six-hours per month.	<p>Point Person:</p> <ul style="list-style-type: none"> - All Assistant Principals - Lead Teacher / Coach <p>Implementers:</p> <ul style="list-style-type: none"> - All Assistant Principals - All teachers

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.

1. Teacher Departmental Teams Teachers / Departmental Coordinators and Principal/Assistant Principals and the School Leadership Team meet during the school day, and once per month during the SLT meeting after school.
2. Teachers are engaged in the process of using Data Assessment Tools on a daily basis as part of their regular practice of interacting with our Learning Management System. Specific Professional Development Sessions and have been developed and are being used to model and capture proper usage of these Data Tools amongst the aforementioned constituents.
3. Teacher Departmental Teams and the Principal/Assistant Principals meet weekly for Professional Development and monthly during the school day, with a follow-up reported once per month during the SLT meeting after school.
4. Teachers are engaged in the process of using our Learning Management System and Data Assessment Tools on a daily basis as part of their regular practice of encouraging students to do their best and develop rigorous and meaningful academic goals. Specific professional development sessions have been developed and are being used to model and capture proper usage of these practices among the aforementioned constituents.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

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	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 February 2016, Mid-Year assessments (designed around the format, scope and sequence of the respective Regents examination) will be administered across all subject areas that end in a June Regents exam, with the percentage of students achieving the mastery benchmark established in the 5A Annual Goal for Rigorous Instruction, as listed below.

1. Common Core English Regents: 25% Mastery
2. Global History Regents: 80% Mastery
3. US History & Government Regents: 80% Mastery
4. Russian LOTE: 90% Mastery
5. Common Core Integrated Algebra Regents: 30% Mastery
6. Living Environment Regents: 80% Mastery
7. Chemistry Regents: 50% Mastery
8. Physics Regents: 65% Mastery
9. Common Core Geometry Regents: 65% Mastery
10. Common Core Algebra 2/Trigonometry Regents: 25% Mastery

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.

Based on an analysis of the 2014-2015 NYC School Learning Environment Survey, 89% of the students agreed that they felt Supported and Challenged, whereas only 11% of the students didn’t agree, while in terms of Safety, 99% of the students agreed that they felt safe, whereas only 1% of the students disagreed. This data reflects an overall and sustained trend similar to 2013 Learning Environment Survey where more than 93% of the students reported that they felt, “ safe, supported, and challenged by their teachers and peers .”

Our school did receive a Quality Review (QR) in 2014-2015. Based on the most recent QR report in 2015, our school received a “Well Developed” within a Quality Indicator 3.4 – High Expectations, which addressed our school’s attention towards a “Supportive Environment.” The report stated that, *“All students are immersed in ongoing exploration of opportunities outside of the classroom, connected to career goals that they develop with their teachers, parents, guidance counselor and college* Informed by the Capacity Framework Element – Supportive Environment, current data, and our most recent Learning Environment Survey and QR, there is a strong indication that students feel “safe, supported and challenged;” however, in an effort to close any remaining gaps and sustain the high-level of support services offered, while accounting for a continually increasing student population and guidance counselor caseloads, additional pupil personnel services staff are needed. This needs assessment informed the development of the annual goal listed below.

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 the end of September 2015, link student academic scheduling to Guidance Counselor caseloads in one academic subject area for 70% of the 9th graders.

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>
<p>Pupil Personnel Services team will increase with the addition of a SAPIS counselor to support caseloads with high at-risk students.</p>	<p>Guidance Counselors</p>	<p>8/15 – 10/15</p>	<p>Point Person:</p> <ul style="list-style-type: none"> - Principal - AP PPS and Security <p>Implementers:</p> <ul style="list-style-type: none"> - Principal - Interim Acting AP PPS and Security
<p>Search for, interview, and hire a SAPIS counselor with extensive experience in Substance Abuse counseling and working with At-Risk students to facilitate the expansion of services offered to students via the Advisory Class.</p>	<p>Principal and Assistant Principals</p>	<p>9/15 – 11/15</p>	<p>Point Person:</p> <ul style="list-style-type: none"> - Principal <p>Implementers:</p> <ul style="list-style-type: none"> - Principal - SLT
<p>Continue with the merge the Pupil Personnel Services Team, College Office staff and Deans into one office within the newly created PPS / College Suite.</p>	<p>The entire school community</p>	<p>9/15 – 10/15</p>	<p>Point Person:</p> <ul style="list-style-type: none"> - AP PPS and Security <p>Implementers:</p> <ul style="list-style-type: none"> - AP PPS and Security - Guidance Counselors - Dean

			- PPS / Security Support Staff
<ul style="list-style-type: none"> • Redistribute student caseloads among the five guidance counselors. • Review and restructure the Academic Intervention Services Plan to better utilize the additional staff and additional services that can now be offered to the entire school community. • Establish a weekly Professional Development Plan for the PPS / College / Security Departments. 	The entire school community	9/15 – 2/16	Point Person: - AP PPS and Security Implementers: - AP PPS and Security - Guidance Counselors - Dean - PPS / Security Support Staff

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.

1. District support regarding HR SAPIS hiring process.
2. Scheduling weekly PPS / College Office Professional Development and Planning Meetings
3. Guidance counselors are available throughout the day as determined via scheduling under the supervision of the AP PPS-Security, and will conduct personal interviews with their entire respective caseload.
4. Attend district, city, and CFN professional development sessions relative to PPS – School Safety.
5. Set up a peer-mentor program whereby students are matched up to assist in both social and academic needs.
6. The dean of the school will work collaboratively with the Guidance Office in using the ladder of discipline: The Dean will analyze students’ previous dean referrals and evaluate past guidance interventions.
7. The Dean’s and Guidance offices work collaboratively with students and parents/guardians (in a parent meeting forum) to discuss possible interventions to obviate discipline-code violating behavior.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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	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 November 2015, a new SAPIS Counselor will be appointed, which will supplement the counseling of high at-risk students, while the 9th grade guidance counselors are pushing-in to the 9th grade ELA and Technology classes.

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.

Based on an analysis of 2014-2015 Master Program, 90% of the teachers were scheduled with common teacher planning time on a departmental level, while the remaining 10% were not aligned with common teacher planning time within their departments. The limitations of programming made it a challenge to schedule departmental Professional Development and Planning Time during and after the school day, decreasing the likeliness of the opportunities to promote teacher-to-teacher collaboration within and outside of their subject-area departments.

Our school did receive a Quality Review (QR) in 2014-2015. Based on the most recent QR report in 2015, our school received a “Well Developed” for QR Indicator 4.2 – Teacher Teams and Leadership Development. The report stated that, “Through strategic scheduling made possible by a School Based Options vote, teachers are programmed for common planning sessions and a variety of professional development activities that occur on Mondays and Tuesdays. This includes regular analysis of student work and data to inform refinements of lesson or unit plans. For example, at the teacher team meetings observed, one group of teachers used student work and data to assess the impact of a “Note-taking Initiative” which they used to teach students how to use Venn Diagrams, T-charts and other organizers to improve note-taking skills. Another team assessed student work, using an essay writing rubric and iPad data to identify needs and brainstorm ways to revise lessons to address the needs. “

Informed by the Capacity Framework Element – Collaborative Teachers, our most recent QR and an analysis of the 2014-2015 Master Program, the data supports that a greater percentage of teachers within a departmental subject-level need to be scheduled with Teacher Common Planning Time with their fellow subject-level teachers, as well as their supervisor. The needs assessment informed the development of the annual goal listed below.

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 October 2015, 95% of all departmental subject-level teachers’ schedules will include Teacher Common Planning Time.

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) 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>To implement the inclusion of the repurposed workday as per the 2014 UFT Teacher’s Contract, Staten Island Technical High School will request approval for a School-Based Option to implement an alternative 2015-2016 Bell Schedule, effective September 2015 thru June 2016 (as allowed for Multi-Session High Schools), for the purpose of including time for Professional Development, Parent Engagement Activities, Office Hours, and other professional work.</p>	<p>All teachers, Assistant Principals and coaches.</p>	<p>9/15 – 6/16</p>	<p>Point Person:</p> <ul style="list-style-type: none"> - Assistant Principal <p>Implementers:</p> <ul style="list-style-type: none"> - Assistant Principal - Coaches - Teachers
<p>Teachers and Administration will work together to design a schedule that best meets the needs of students, teachers, and the school. Using the recommendations of the departments as a guide, the administration will then schedule Professional Development, Parent Engagement, and other professional work as the schedule allows.</p>	<p>All teachers, Assistant Principals and coaches.</p>	<p>9/15</p>	<p>Point Person:</p> <ul style="list-style-type: none"> - Assistant Principal <p>Implementers:</p> <ul style="list-style-type: none"> - Assistant Principal - Coaches - Teachers
<p>Professional Development sessions will be conducted every Monday and Tuesday during the Teacher Common Planning Time, facilitated by administration with PD focus topics established the first session of each month on a departmental basis.</p>	<p>All teachers, Assistant Principals and coaches.</p>	<p>9/15 – 6/16</p>	<p>Point Person:</p> <ul style="list-style-type: none"> - Assistant Principal <p>Implementers:</p> <ul style="list-style-type: none"> - Assistant Principal - Coaches - Teachers
<p>Parent Outreach, Office Hours and Other Professional Work sessions will be conducted every Wednesday, Thursday and Friday, respectively, to further take advantage of the Teacher</p>	<p>All teachers, Assistant</p>	<p>9/15 – 6/16</p>	<p>Point Person:</p>

Common Planning Time, in an effort to provide student-level support services and outreach to identify subgroups within the school community.	Principals and coaches.		- Assistant Principal Implementers: - Assistant Principal - Coaches - Teachers
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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.										
<p>1. Development and ratification of a School Based Option aligned to the Repurposed Teacher Workday plan and strategies aforementioned.</p> <p>2. Teacher Departmental Teams Teachers / Departmental Coordinators and Principal/Assistant Principals and the Professional Development Team meet during the school day, as well as once per month after school to evaluate the effectiveness of the PD schedule and whether subject level departmental goals are being achieved.</p> <p>3. Teachers are engaged in the process of using Data Assessment Tools on a daily basis as part of their regular practice of interacting with our Learning Management System. Specific Professional Development Sessions and have been developed and are being used to model and capture proper usage of these Data Tools amongst the aforementioned constituents.</p> <p>4. Teachers are engaged in the process of using our Learning Management System and Data Assessment Tools on a daily basis as part of their regular practice of encouraging students to do their best and develop rigorous and meaningful academic goals. Specific Professional Development Sessions have been developed and are being used to model and capture proper usage of these practices amongst the aforementioned constituents.</p>										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
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	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.
On a biweekly basis throughout the school year, 100% compliance with the Professional Development schedule will be assessed through monitoring of PD attendance statistics, and adherence to the Parent Outreach, Office Hours and Other Professional Work tasks connected to the Teacher Common Planning Time departmental schedule.
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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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>

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.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	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		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.

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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.

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.

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) <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>

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.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	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		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.

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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)	<ol style="list-style-type: none"> 1. Student(s) identified through Guidance Referral as struggling in area(s) of curriculum 2. Failing Grade in course. 	<ol style="list-style-type: none"> 1. Teacher Tutoring 2. Regents-Prep 3. Peer Tutoring 4. Parent-Guardian Academic Inquiry Meetings 5. ELL Classes 	<ol style="list-style-type: none"> 1. 1:10 Teacher : Student Ratio 2. Small Group 3. 1:1 Student : Student 4. Parent, Student, GC, Parent, Coord., Admin. 	<ol style="list-style-type: none"> 1. 41-min/8 Periods/School Day/Mon-Fri 2. 41 min/School Day / C-6 Professional Period 3. After School/Mon-Thurs 4. School Day 5. 40-minute academic intervention/planning meetings after each marking period for identified students.
Mathematics	<ol style="list-style-type: none"> 1. Student(s) identified through Guidance Referral as struggling in area(s) of curriculum 2. Failing Grade in course. 	<ol style="list-style-type: none"> 1. Teacher Tutoring 2. Regents-Prep 3. Peer Tutoring 4. Parent-Guardian Academic Inquiry Meetings 5. ELL Classes 	<ol style="list-style-type: none"> 1. 1:10 Teacher : Student Ratio 2. Small Group 3. 1:1 Student : Student 4. Parent, Student, GC, Parent, Coord., Admin. 	<ol style="list-style-type: none"> 1. 41-min/8 Periods/School Day/Mon-Fri 1. 41 min/School Day / C-6 Professional Period 2. After School/Mon-Thurs 3. School Day 4. 40-minute academic intervention/planning meetings after each marking period for identified students.

Science	<ol style="list-style-type: none"> 1. Student(s) identified through Guidance Referral as struggling in area(s) of curriculum 2. Failing Grade in course. 	<ol style="list-style-type: none"> 1. Teacher Tutoring 2. Regents-Prep 3. Peer Tutoring 4. Parent-Guardian Academic Inquiry Meetings 5. ELL Classes 	<ol style="list-style-type: none"> 1. 1:10 Teacher : Student Ratio 2. Small Group 3. 1:1 Student : Student 4. Parent, Student, GC, Parent, Coord., Admin. 	<ol style="list-style-type: none"> 1. 41-min/8 Periods/School Day/Mon-Fri 2. 41 min/School Day / C-6 Professional Period 3. After School/Mon-Thurs 4. School Day 5. 40-minute academic intervention/planning meetings after each marking period for identified students.
Social Studies	<ol style="list-style-type: none"> 1. Student(s) identified through Guidance Referral as struggling in area(s) of curriculum 2. Failing Grade in course. 	<ol style="list-style-type: none"> 1. Teacher Tutoring 2. Regents-Prep 3. Peer Tutoring 4. Parent-Guardian Academic Inquiry Meetings 5. ELL Classes 	<ol style="list-style-type: none"> 1. 1:10 Teacher : Student Ratio 2. Small Group 3. 1:1 Student : Student 4. Parent, Student, GC, Parent, Coord., Admin. 	<ol style="list-style-type: none"> 1. 41-min/8 Periods/School Day/Mon-Fri 1. 41 min/School Day / C-6 Professional Period 2. After School/Mon-Thurs 3. School Day 4. 40-minute academic intervention/planning meetings after each marking period for identified students.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. In accordance with student IEP Mandated Services. 2. In accordance with student 504 Services. 	<ol style="list-style-type: none"> 1. Teacher Tutoring 2. Regents-Prep 3. Peer Tutoring 4. Parent-Guardian Academic Inquiry Meetings 5. ELL Classes 	<ol style="list-style-type: none"> 1. 1:10 Teacher : Student Ratio 2. Small Group 3. 1:1 Student : Student 4. Parent, Student, GC, Parent, Coord., Admin. 	<p>At-risk Services Provided by the School Psychologist/Social Worker:</p> <p>Not Applicable</p> <p>At-risk Health-related Services:</p> <ol style="list-style-type: none"> 1. In school daily, during the school day.

				<p>2. In school 2 times per month, during the school day.</p> <p>3. In school 2 times per week, during the school day.</p> <p>4. In school 1 time per month, during the school day.</p> <p>5. In school 1 time per week, during the school day.</p> <p>6. RSA: Outside of school 1 time per week, after the school day.</p> <p>RSA: Outside of school 3 times per week, after the school day.</p>
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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.

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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

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.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

- 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. Staten Island Technical High 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. Staten Island Technical High School will support parents and families by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and technology use;
- 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 on 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 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 program. This information will be maintained by the school.

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

- support school-level committees that include parents who are members of the School Leadership Team and the Parent Teacher Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- 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;

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Teacher Association;
- 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)

Staten Island Technical High School, 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, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- 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;
- 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;
- 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);

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., 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.

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 605
School Name Staten Island Technical 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 Mark D. Erlenwein	Assistant Principal Noelle Sanguinedo
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Olga Dobry	School Counselor Lisa Barnett
Teacher/Subject Area Olga Dobry/ENL & Russian	Parent type here
Teacher/Subject Area Lane, Misciagna, Sanguinedo/ELA	Parent Coordinator Barbara Malenfant
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Aimee Horowitz	Other (Name and Title) Alexis Kirschbaum, AP Guidance

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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	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	1
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)	1250	Total number of ELLs	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE 0										0	0	0	0	0
SELECT ONE										0	0	0	0	0
SELECT ONE										0	0	0	0	0
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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										0	0	0	0	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	0	0	0	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)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														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										0	0	0	0	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										0	0	0	0	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	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math <u>0</u>	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

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	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other <u>0</u>	0	0	0	0
Other <u>0</u>	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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.
Based on the NYSESLAT combined Modality Report (RNMR) from ATS along with the NY Measures of Student Learning – Baseline exam and teacher feedback based on work inside the English classroom, Mrs. Sanguinedo along with Mrs. Dobry our ENL and foreign language teacher and the Freshman English Teacher Team were able to pinpoint focus areas that ELL students needed additional assistance with these included but were not limited to: note taking, vocabulary, writing conventions and speaking.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Although we did not have students testing in the 2014-2015 school year, in past data has always been used to guide instruction. For example in the 2012 school year, data for one student was unavailable as he was not tested at his intermediate school and had previously attended school out of state. However, the modality analysis of the second student revealed an inconsistency in her work. This was something we were able to use as a starting point when reviewing basic elements such as vocabulary and conventions.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
N/A
- 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?
Currently ELLs at Staten Island Technical High School are limited to the ninth grade, freestanding program. With their advanced status in mind students chose to take all of their exams in English and are maintaining overall averages above ninety percent. However, in the case of ENL/ELL instruction, a committee consisting of English teachers, foreign language teacher, ESL teacher, guidance counselors and the assistant principals would meet monthly to review struggles and progress in a timely fashion and set new goals as needed.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
Not applicable for High School.
6. How do you make sure that a student's new language development is considered in instructional decisions?
In consideration for the student's second language development we make exams available in their native language whenever necessary and provide translation services and notices to parents so that communication is constant.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the 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?
 Not applicable as we currently do not meet the criteria for a dual language program
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Success for our ELLs is measured through periodic assessment in their ENL class as well as assessment of how goals are met and how long students take to meet those goals. With these short term goals achieved it will be easier for students to test out when taking the NYSESLAT in Mid-April.

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.
Students who are accepted into our school and their parents are invited to an orientation day where Mrs. Noelle Sanguinedo, Assistant Principal, administers the Home Language Survey. Mrs. Sanguinedo is then able to conduct oral interviews directly following the filing of the written survey in English, and identify those that need an interpreter. If an interpreter is needed Mrs. Sanguinedo and Mrs. Malenfant, Parent Coordinator, will contact the Office of Translation and Interpretation to conduct an interview in the native language. Once Mrs. Sanguinedo completes the formal initial assessment, Mrs. Mary Spirocostas, pupil personnel secretary, will input all of the Home Language Survey information and run the RLER and RLAT reports to identify students that are eligible for the NYSITELL, Spanish LAB or the NYSESLAT, as well as any students that may require extended services. As our school is specialized we do not admit students past the first day of school in September; however, all ATS reports are run separately in the February term to ensure we have captured all students and that we remain compliant.
2. 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).
As a Specialized High School with students testing to enter we have not encountered SIFE students.
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).
Students with IEP's who are identified as having a Home Language Other Than English are reviewed by the Language Proficiency Team which includes: Mrs. Noelle Sanguinedo, Assistant Principal of ENL/ELL, English, Foreign Language, Performing Arts, Student Activities and HS Admissions; Mrs. Alexis Kirschbaum, Assistant Principal of Guidance and Security; Mrs. Lisa Barnett, Guidance Counselor; and Mrs. Olga Dobry, Certified ENL/ELL teacher, Special Education Teacher and Russian Teacher. If the team recommends that the student take the NYSITELL, the identification process will continue as described above for non-IEP students. If the LPT recommends that the student not take the NYSITELL the recommendation goes to the principal for review. The principal's determination will then either be forwarded to the superintendent for approval or the student will sit for the NYSITELL exam and follow the identification process as described above.
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.
Once a student has been identified as requiring mandated ENL services, the student and parent are presented with the Freestanding, Push-In model that Staten Island Technical High School utilizes, which enables students to participate in the traditional core and pre-engineering curriculum, with a daily ENL session and services, as provided via a licensed ENL teacher. As our ELL population is small, this model has been the traditional means by which ELL services are provided, as explained to the student and parent at the planning interview conducted at the start of the school year, where all documentation is completed and submitted, in relation to services. Opportunities are provided at the beginning and end of each academic school year for the student/parent to make revisions to the sequence and elective courses desired to meet the needs of the student's academic interests and goals.

5. Describe 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).
 Parent's of ELLs are notified upon enrollment that they reserve the right to participate in the re-identification process in which by request of the student, parent, or teacher with parent's permission can submit in writing, a re-identification request letter to Mrs. Sanguinedo. At this point, Mrs. Sanguinedo will review all of the original identification material, including the student's written work and will administer a school-based assessment with the approval of the Language Proficiency Team. Once evaluated the LPT and the principal will discuss and the principal will recommend whether or not to challenge the ELL status. If the status is challenged the materials and a letter explaining all findings will be drafted by Mrs. Sanguinedo and Mr. Erlenwein to send to the superintendent for review. If the change in status is approved, all required parties will be notified in writing and the student's program will be modified accordingly with the knowledge that after one (1) school year the student's ELL status will be analyzed and if the student has been adversely affected Mrs. Sanguinedo and Mr. Erlenwein will discuss additional services with the superintendent.
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.
 As Staten Island Technical High School has less than 20 students listed as ELLs we currently only offer a Freestanding ENL/ELL program. If a parent does not wish to participate in the Freestanding ENL/ELL program that SI Technical HS is equipped to provide, Mrs. Sanguinedo and Mr. Kirschbaum will work with the family and guidance counselor to enroll the student in the parent's program choice at another New York City school. However, statistics have shown that all students test out of the ELL eligibility in their 9th grade year at Staten Island Technical High School. A specific effort is put forth to place the student in classes aligned with his/her skill level as demonstrated in Listening, Speaking, Reading, and Writing. Current data does support that students who have participated in our ELL program tend to do better in their respective English Language Arts classes than non-ELL students.
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.
 As we have a small population of students who list as ENL/ELL we ask that parents come in to the school, with a translator present if necessary, in order to review the programs available in order to make the best choice for the well being and progress of the student. If a parent is unable to come in Mrs. Alexis Kirschbaum, Assistant Principal Guidance, and Mrs. Sanguinedo, Assistant Principal ENL/ELL, will work with Mrs. Malenfant, Parent Coordinator, and translation services to arrange a conference call in which parents can ask any questions about the offerings and allow their voice to be heard. Once a choice is made the parent choice will be entered into the ELPC screen on ATS.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
 For Parent Surveys and Program Selection that have not been returned, the above team would need to set a meeting with Mr. Mark D. Erlenwein, Principal, as Staten Island Technical HS does not offer the default Bi-lingual Program as we do not meet the criteria.
9. Describe how your school ensures that placement parent notification letters are distributed.
 Placement and notifications are delivered in both the Requested Home Language and in English in several ways: students are asked to backpack the letter home after meeting one on one with Mrs. Sanguinedo; an electronic version of the letter is sent via the Pupil Path system, our schoolwide online gradebook, and our Naviance system, an online portal; and copies of the letter are mailed to the student's home address. All actions are under the supervision of Mrs. Sanguinedo.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
 All documerntation for students is kept in the pupil accounting file along with the reports that indicate what level the ENL/ELL student has reached.
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.
 Students scheduled to take the NYSESLAT as per the RLER report will do so within their ENL/ELL sections with the allowed time for test taking in accordance with the ENL/ELL mandates. Students will take each piece in order, beginning with the speaking portion, then listening, reading and writing respectively, as administered by a qualified ENL/ESL teacher, Mrs. Olga Dobry.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
 At the beginning of each year, parents are again informed of the student's status as determined by the their performance on the NYSESLAT exam and their work within their scheduled classses. Next, parents are informed using the same process as the initial identification letters.
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 Staten Island Technical HS does not have the number of students to require dual language or bi-lingual programs which would be necessary to work with the Aspira Consent Decree, we would need to have parents come in to meet with our pricipal and assistant

principals in order to discuss a transfer or the best course of action for the student so that education is not interrupted and meaningful support is consistently available.

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.
Instruction is delivered using either a one on one Pull-out approach and/or Push-in whenever possible where student is in a homogeneous mainstream honors program (for six periods including Math, English, Social Studies, Science, and Physical Education) with two classes offered daily which specifically address ELL goals and objectives (ELL/ENL and English Language Arts.) This program creates literacy across the curriculum and aligns with cultural and social connections within the curriculum through the use of content texts.
 - b. TBE program. *If applicable.*
Not Applicable
 - c. DL program. *If applicable.*
Not Applicable
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)?
Students are assigned to classes based on the mandate for advanced (180 minutes) and Intermediate (360 minutes) levels of instruction as per the program mandate
3. Describe how 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.
As Staten Island Technical High School supports a Freestanding ENL model all content area instruction is delivered in English in mainstream classes. Materials specific to language barriers would be reviewed in one or both of the classes set for ENL/ELL and Language Arts study.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
To ensure ELLs are properly evaluated in their native language Staten Island Tech communicates with families through letters or translated meetings where we offer materials to students for exams, with the exception of English exams, in their native language to ensure complete understanding.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
To ensure ELLs are evaluated in Reading, Writing, Speaking and Listening students are assessed not only through exams where close reading or essay writing are required, but also through oral presentation and listening skills practice across the curriculum. Additionally, students will be evaluated on their performance of such tasks so that they can work with Mrs. Dorby, ELL teacher, to strengthen their weaker skills on an individual basis.
6. How do you differentiate instruction for 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 statusDifferentiation amongst ELL subgroups through annotated text, scaffold questioning and close reading specific to the needs of each student come about within mainstream classrooms through collaboration of teacher and ENL teacher. Additionally, one-on-one instruction once a day allows students to work specifically to their needs. Although ELL students are few in number Staten Island Technical High School teachers work together using cultural influences to instill a greater connection to language both within the school day and with after school clubs such as Mahjong Club and Asian American Club to name a few:

- a) Because we are a specialized high school Staten Island Technical High School does not currently have SIFE students.
- b) Up until now, Staten Island Tech has not encountered ELLs in US schools less than three years (newcomers). As per the mandate for all ELLs in US schools less than three years (newcomers), Staten Island Tech would comply with standard evaluation and accommodation procedures for these students.
- c) For ELLs receiving services 4 to 6 years and long term ELLs Staten Island Technical High School would use as much data as can be gained from previous schools, through ARIS, HSST(STARS), conversations with previous counselors and current grade work to pinpoint weaknesses and build the ELL curriculum to specifically meet the needs of each student. As part of an SBO vote, Staten Island Technical High School teachers participate in tutoring sessions beyond the classroom where these skills can be fostered further.
- d) See C.
- e) ENL/ELL students who have tested proficient on the NYSESLAT continue to receive ELL testing accommodations for 2 years. Additionally, these students are monitored under the auspices of their assigned guidance counselor and Assistant Principal, Noelle Sanguinedo, to ensure there is no further need of academic intervention services and their transition is smooth.

7. 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.

As mentioned previously, students who are re-identified are evaluated based on their work performance at the conclusion of the school year when the ELL identification has been removed. A team including all members of the Language Proficiency Team as well as all core subject teachers for the student will identify strengths and weaknesses in order to make recommendations to the principal.

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?

Currently, all 9th, 10th and 11th grade students, are using a paperless classroom design in which students have all texts, notes, and Powerpoint/SmartNotebook files available to them on their individual ipads. Technology allows students the ability to have notes, texts and other necessary materials translated into their native language as well as communicate directly with each teacher without having to ask publicly for assistance. In order to increase more scaffolded lessons, Staten Island Technical High has also purchased a web-based vocabulary program which allows teachers to individually assign vocabulary practice to students at varying grade levels. In this respect students not only build knowledge through curriculum and instruction but can seek additional help through extended day tutoring as mentioned above.

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?

In ELA and Math as well as all other academic subjects, Staten Island Technical High School offers as targeted intervention programming: 30 minute extended day tutoring time during the school day; teachers provide additional tutoring during their professional period when needed, Advanced Placement and regent preparation tutoring is held after school and on Saturdays whenever applicable and peer tutors make themselves available to department assistant principals for added support. Currently these classes are taught in English.

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.

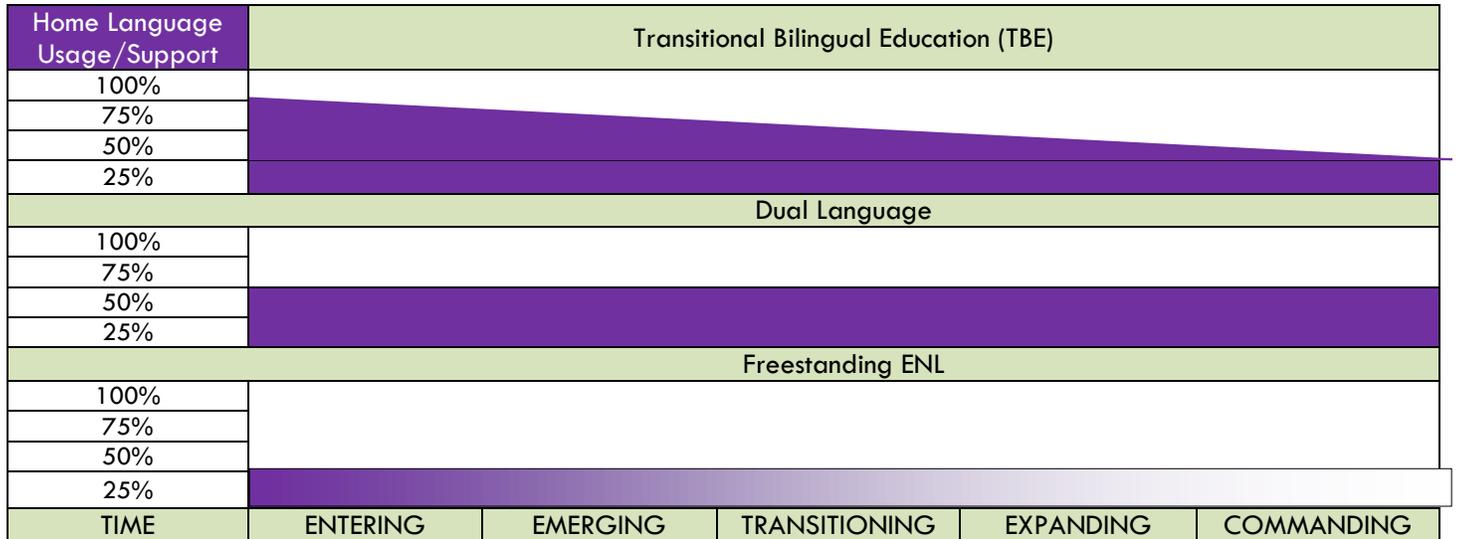


*Note “other approved services” does not apply to New York City at this time.

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.
See number 9
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The program currently in place at Staten Island Technical High School has proven effective as all of our former ELLs have tested proficient on the NYSESLAT after only one year in our program. Additionally, former ELLs have participated in Advanced Placement classes in their junior and senior years including but not limited to AP American History, AP Government, AP Language & Composition, AP Literature and Composition and AP Russian Language. In this respect students become academically challenged as well as more socially involved as they can bring aspects of their culture to add to the dynamic of the classroom.
12. What new programs or improvements will be considered for the upcoming school year?
In the upcoming year it is the goal for Staten Island Technical High School to continue with its expansion of language instruction including APEX online language courses in French, German, Spanish, Latin and Mandarin. Additionally, to better accommodate all students including former ELLs, we have created a senior curriculum in English that allows for student choice of study in fields including but not limited to public speaking and journalism in addition to the traditional British Literature sequence. This not only allows for greater differentiation in instruction but a greater sense of college and career readiness amongst students.
13. What programs/services for ELLs will be discontinued and why?
No current programs will be eliminated at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All school programs as well as after school clubs and activities are offered to both ELL and non-ELL students. These include all academic classes, over 75 extra-curricular clubs including cultural clubs, theater performances and sports programs.
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.
See question 8 above
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support in Staten Island Technical High School's Freestanding ESL program (the only available program at this time) is upheld through printed materials in the students native language, test copies for all but English exams provided upon request in the students native language and cross curricular inclusion of cultural influences particular to ELL and former ELL students in addition to after-school clubs and community outreach programs as they are made available to us.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
ELL services and support continue throughout each grade level as need. Guidance counselors are assigned to all students in 9th grade and move with the student throughout their time at Staten Island Technical High School. The same would be true for ENL/ELL teacher Mrs. Dobry. Subject teachers would join monthly meetings as the students entered their classes. English Language Arts teachers would be asked to stay for monthly meetings as consultants as students move from their classes until certain goals are achieved.
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).
Newly enrolled students will meet with Mrs. Sanguinedo before the school year begins to establish a timeline for meetings with the student and their counselor as well as the parent in order to stay abreast of any concerns or issues the student and/or parent may have with the progression of the program. Additionally, Mrs. Sanguinedo will work with Mrs. Kirschbasum and the guidance department to ensure the needs of the student are being met; and will monitor the progress of the student through ATS, CAP, STARS and teacher's anecdotal logs.
19. What language electives are offered to ELLs?
In addition to the APEX online course electives mentioned above, Staten Island Technical HS runs the largest secondary school Russian program in the country. Like all non-ELL students, ELLs are offered Russian, Advanced Placement and/or College Russian as a foreign language. Staten Island Technical High School runs both native and non-native tracks as Russian is the only language currently offered to students.
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)?

Not applicable as of this version of the LAP.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Mrs. Dobry, ENL teacher, has been attending workshops throughout New York City to gain knowledge of all aspects of ENL/ELL and the common core. Additionally, Mrs. Dobry has made contacts with Assistant Principals and teachers of ENL on Staten Island. Together they are building new curriculum to bolster the program already in place. One major goal is to ensure writing across the curriculum. Additionally, Inquiry/Curriculum Teams in all academic subjects are working to differentiate learning so that needs are met for students of all modalities with ideas turn-keyed by Mrs. Dobry based on her experience. This includes professional development workshops for Common Core Learning Standards and Curriculum Alignment, workshops on using the Datacation tool as a means of connecting to parents, and technology workshops for programs such as clicker and smart notebook so that all students can benefit.
2. 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?
As Staten Island Technical High School has a small ELL population professional development is offered/encouraged outside of the school building. However, monthly meetings as an ENL team with teachers and counselors allows for stronger curriculum development. See also question #1.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Mrs. Kirschbaum and the guidance counselors work directly with the students in a one-on-one format as well as a group format in which they push into English and Technology classes for 9th graders to discuss transitional issues and needed skills as their high school career progresses.
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.
On a bi-monthly basis, members of the Language Proficiency Team push-in to the professional development periods in accordance with both a school SBO vote for professional development and compliance with CR Part 80, to review differentiation of materials and best practices as well as turn-keyed materials from outside professional developments as they arise. Agenda's and attendance are kept for each meeting including those in which the focus is ENL instruction.

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?

Similar to the way IEPs are reviewed annually, Staten Island Tech would ask the parents of ELL students to come in for an evaluative meeting with Mrs. Sanguinedo, Mrs. Kirschbaum, Mrs. Dobry and the student's guidance counselor, in which they would be updated on the achievements and obstacles faced throughout the year and contribute to goal-setting for the following year.

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

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:

Part VI: LAP Assurances

School Name: <u>Staten Island Technical HS</u>		School DBN: <u>31R605</u>	
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)
Mark D. Erlenwein	Principal		1/1/01
Noelle Sanguinedo	Assistant Principal		1/1/01
Barbara Malenfant	Parent Coordinator		1/1/01
Olga Dobry	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Patrick Misciagna/ELA	Teacher/Subject Area		1/1/01
Olga Dobry/Russian	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Lisa Barnett	School Counselor		1/1/01
Aimee Horowitz	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Alexis Kirschbaum	Other <u>AP Guidance</u>		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: 31R605 **School Name: Staten Island Technical HS**
Superintendent: Aimee Horowitz

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.learnndoe.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.

In conjunction with the Home Language Surveys conducted at the entry into Staten Island Technical High School, those that are entering as former public school candidates are asked to complete a Home Language Preference sheet. Each year we ask that students update their information so that the compiled data remains current and the lines of communication remain open. At general PTA meetings, interpreters are arranged for through the Office of Translation and Interpretation with the help of our Parent Coordinator, Barbara Malenfant.

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.

ALBANIAN
ARABIC
BENGALI (BANGLA IN BANGLADESH)
BURMESE
CANTONESE
CHINESE-DIALECT UNKNOWN/OTHER
CHINESE/ANY-SPANISH
DUTCH
ENGLISH
FANTI (AKA FANTE)

GUJARATI
HINDI
KOREAN
MALAYALAM
MANDARIN
POLISH
RUSSIAN
SINHALESE
SPANISH
TELUGU
TURKISH
UKRAINIAN
URDU

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.)

September: School Calendar, Students and Parent Bill of Rights, NYC Student Discipline Code, the School Handbook via SITHS.org, information regarding parent meetings for freshman and seniors, "Parents in the Know" newsletter is sent bi-weekly and welcome letters from the school leadership including ENL/ELL information. October: Junior informational Meeting Memo, "Parents In the Know" bi-weekly, information regarding students at risk and Parent/Teacher Conferences. November and December: "Parents In the Know" and vacation procedures. January: Financial Aid Information Planning Memo, "Parents In the Know" bi-weekly, Regents testing information, final exam schedules, end of term procedures and return information. February: Advanced Placemnet information, freminders on school policies, "Parents In the Know" bi-weekly newsletter and Parent/Teacher Conference Information, Beginnning information of ENL/ELL evaluative conferences. March: "Parents in the Know" bi-weekly newsletter, Learning Environment Survey, April: "Parents in the Know" bi-weekly newsletter, College Fair Memo, Sophomore Information Night Memo, NYSESLAT Information, Advanced Placement Updates. May: "Parents in the Know" bi-weekly newsletter, Information regarding Regent exams and final exams, course selection materials for next year. June: all closing materials and memos, Senior letter given to the rising senior class, "Parents in the Know" bi-weekly newsletter.

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.

In addition to regular parent teacher conferences in late October and early February, students and parents are invited at the end of February to a Multicultural Celebration. Annual evaluations of progress are added for ENL/ELL students in May/June and struggling students will be required to meet with their parents, administrators and counselors as the need arises.

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.

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

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.

Translation services through The Office of Translation and Interpretation are available upon request.

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.)

Individual teachers should consult their department Assistant Principals for review of the instruction for Translation phone services to ensure the highest quality when communicating with parents.

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

Parent In the Know sessions with our parent coordinator re-inforce language needs for the future over and above the preference sheets.

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)

The school will use the parent surveys as well as its own online surveys throughout the year through the Naviance portal. Based on the number of responses returned we can evaluate the effectiveness of our communication.