



**[TOTTEN INTERMEDIATE SCHOOL 34]**

**2008-09  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (31R034)**

**ADDRESS: 528 ACADEMY AVENUE STATEN ISLAND, NY 10307**

**TELEPHONE: (718) 984-0772**

**FAX: (718) 227-4074**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 034      **SCHOOL NAME:** Totten Intermediate School

**DISTRICT:** 31      **SSO NAME/NETWORK #:** ICI LSO Network #7

**SCHOOL ADDRESS:** 528 Academy Ave Staten Island, NY 10307

**SCHOOL TELEPHONE:** (718) 984-0772      **FAX:** (718) 227-4074

**SCHOOL CONTACT PERSON:** Jeff Preston      **EMAIL ADDRESS:** jpresto@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**

John Boyle

\_\_\_\_\_  
Jeff Preston

**PRINCIPAL**

\_\_\_\_\_  
Aron Sasonkin

**UFT CHAPTER LEADER**

**PARENTS' ASSOCIATION  
PRESIDENT**

\_\_\_\_\_  
Joanne Gadaleta  
\_\_\_\_\_  
Angela Ventimiglia

**STUDENT REPRESENTATIVE**  
*(Required for high schools)*

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**

\_\_\_\_\_  
Margaret Schultz  
\_\_\_\_\_

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## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor's Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor's Regulations A-655 on SLT's; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Jeff Preston	*Principal or Designee	
Aron Sasonkin	*UFT Chapter Chairperson or Designee	
Joanne Gadaleta Angela Ventimiglia	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Judith Wagner	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Steve Blaine	Teacher	
Doug Barr	Teacher	
Bruce LaFeir	Teacher	
Geralyn McHugh	Teacher	
Charles Miller	Parent	
Toni Kaminsky	Parent	
Laura Skovronck	Parent	
Catherine DeRosa	Parent	
Teresa DeMeo	Parent	
Joseph Ruggiero	Parent	

\* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Totten Intermediate School 34 is located in the Tottenville section of Staten Island, New York. Totten was originally opened in 1936 as Tottenville High School. In 1972, the building was converted into Totten Intermediate School. Compared to modern buildings, the classrooms are smaller and hallways narrow. The building is in need of structural upgrades including plumbing, electrical and heating. We currently have construction taking place, including the development of a new library. Our custodian works very hard to maintain a safe, clean environment.

Totten services approximately 1200 students. The population includes children from NCLB, inclusion, special education, English language learners and various economic backgrounds. There are fourteen sixth grade classes, thirteen seventh grade, and thirteen eighth grade classes. We also have Collaborative Team Teaching classes, three in the sixth grade, two in the seventh grade, and one in the eighth grade.

I.S. 34 offers our students the opportunity to excel in the arts. We offer non-academic classes including band, chorus, strings, ceramics, stained glass, Legos, and fashion design. A number of our students are involved in Cranial Crunch, an academic competition with other Staten Island middle schools. To support our honors students we provide accelerated classes in Algebra, Literacy and Social Studies. We also have classes on foreign language for honors and Tier I classes. For the Tier II classes we provide foreign culture. Our School Spirit Organization arranges various school dances, fund raisers and other related activities.

We have a great relationship with parents and the school community. We participate in various community support activities such as canned food drive, Project Home Front, March of Dimes, and Jump Rope for Heart. Many teachers have educational websites available for students and parents to track student progress, as well as, download lessons and homework. The PTA also has a website which posts pertinent information. The PTA has a newsletter as well for distribution to parents with the goal of keeping them informed of happenings at the school.

We are a non-Title I school with a limited budget. We recently received a technology grant that will allow for the purchase of tools to support the instruction. Possible tools include smart-boards, Elmos, and laptops for most teachers. Not only will the use of smart-boards and Elmos enhance instruction, data will be easily accessible and I.S. 34 can become green and distribute documents electronically.

## **Our Vision**

We will create a safe and caring environment that will promote academic excellence at each student's individual level. Students will be encouraged to discover the interdisciplinary relationships that exist in their studies. During a pupil's tenure at our school, we will promote healthy social interactions and self-esteem while fostering techniques to empower future learning and imparting a love for learning.

## **SECTION III – Cont’d**

### **Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>		I.S. 034 Tottenville					
<b>District:</b>		31	<b>DBN:</b>	31R034	<b>School BEDS Code:</b>	353100010034	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07*	2007-08
Pre-K	0	0	0		93.1	93.9	93.9
Kindergarten	0	0	0	<b>Student Mobility - % of Enrollment:</b>			
Grade 1	0	0	0	(As of June 30)	2005-06	2006-07	2007-08
Grade 2	0	0	0		97.1	98.1	98.0
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	0	0	0	(As of October 31)	2005-06	2006-07	2007-08
Grade 5	0	0	0		11.1	11.5	18.4
Grade 6	395	394	390	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	364	398	394	(As of June 30)	2005-06	2006-07	2007-08
Grade 8	388	367	393		0	0	1
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	(As of October 31)	2005-06	2006-07	2007-08
Grade 11	0	0	0		5	5	4
Grade 12	0	0	0	<b>Special Education Enrollment:</b>			
Ungraded	1	3	3	(As of October 31)	2005-06	2006-07	2007-08
Total	1148	1162	1180				
<b>Special Education Enrollment:</b>				<b>Suspensions (OORS Reporting) - Total Number:</b>			
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07	2007-08
# in Self-Contained Classes	29	30	35	Principal Suspensions	69	111	30
# in Collaborative Team Teaching (CTT) Classes	9	24	51	Superintendent Suspensions	20	21	3
Number all others	101	88	78	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2005-06	2006-07	2007-08
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	0	0	0
(As of October 31)	2005-06	2006-07	2007-08	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0	<b>Number of Staff - Includes all full-time staff:</b>			
# in Dual Lang. Programs	0	0	0	(As of October 31)	2005-06	2006-07	2007-08
# receiving ESL services only	11	12	14	Number of Teachers	58	63	67

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	0	1	Number of Administrators and Other Professionals	14	10	15
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	TBD	4
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	95.5
				% more than 2 years teaching in this school	77.6	79.4	76.1
				% more than 5 years teaching anywhere	69.0	66.7	70.1
<b>Ethnicity and Gender - % of Enrollment:</b>							
(As of October 31)	2005-06	2006-07	2007-08	% Masters Degree or higher	86.0	90.0	87.0
American Indian or Alaska Native	0.1	0.3	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	87.4	96.0	86.7
Black or African American	1.3	1.8	1.0				
Hispanic or Latino	6.2	5.4	6.1				
Asian or Native Hawaiian/Other Pacific Isl.	4.5	4.0	3.4				
White	87.9	88.5	89.1				
<b>Male</b>	50.5	49.6	48.9				
<b>Female</b>	49.5	50.4	51.1				
<b>2008-09 TITLE I STATUS</b>							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
√	Non-Title I						
Years the School Received Title I Part A Funding:				2005-06	2006-07	2007-08	2008-09
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	No	If yes, area(s) of SURR identification:					
<b>Overall NCLB/SED Accountability Status (2007-08) Based on 2006-07 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√							
√							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area Ratings:</b>							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<u>Elementary/Middle Level</u>			<u>Secondary Level</u>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native		-	-	-			
Black or African American		-	-	-			
Hispanic or Latino		√	√	-			
Asian or Native Hawaiian/Other Pacific Islander		√	√	-			
White		√	√	√			
<b>Other Groups</b>							
Students with Disabilities		√	√	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		6	6	3			
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2007-08</b>				<b>Quality Review Results – 2007-08</b>			
<b>Overall Letter Grade:</b>	B			<b>Overall Evaluation:</b>	W		
<b>Overall Score:</b>	64.5			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	10.7			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	17.5			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	32.5						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	3.8						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = 2006-07 Progress Report Attendance Rate(s). If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2007-08</b>		<b>Quality Review Results – 2007-08</b>	
Overall Letter Grade	B	Overall Evaluation:	Well Developed
Overall Score	64.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	10.5	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 30% of the Overall Score)	17.5	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 55% of the Overall Score)	32.5	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	Well Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

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We have identified various trends in our school's data:

### NYS ELA Assessment

6<sup>th</sup> Grade - 6% increase in number of students receiving a Level 3 or 4

7<sup>th</sup> Grade - 7% increase in number of students receiving a Level 3 or 4

8<sup>th</sup> Grade - 3% decrease in number of students receiving a Level 3 or 4

We moved our Special Education population and lower performing students from Level's 1 and 2 to Level's 2 and 3 and in some cases up to Level 4. However, some of our general education Level 4 students have dropped to Level 3.

### NYS Mathematics Assessment

6<sup>th</sup> Grade - 18% increase in number of students receiving a Level 3 or 4

7<sup>th</sup> Grade - 14% increase in number of students receiving a Level 3 or 4

8<sup>th</sup> Grade - 29% increase in number of students receiving a Level 3 or 4

Special Education students in particular have displayed great gains in Math.

6<sup>th</sup> Grade - 47% increase in number of students receiving a Level 3 or 4

7<sup>th</sup> Grade - 13% increase in number of students receiving a Level 3 or 4

8<sup>th</sup> Grade - 35% increase in number of students receiving a Level 3 or 4

Our greatest accomplishments over the past couple of years have been:

1. Standardized test scores in both reading and math are consistently high. All subgroups met AYP since the 2005-2006 school year and we are no longer a School Requiring Academic Progress by NCLB standards.
2. Portfolio Development – Emphasis on standards based math, reading and writing portfolios.
3. Improved School Tone/Climate via additional student activities, we have created an organizational structure that has improved the school tone, additional time allocated for behavior counselors, additional time for guidance services, attention to minimal essential routines, addition of a second guidance counselor, homeroom classes, honoring school citizenship and consequences for negative behavior.
4. Professional Development – more relevant inside as well as outside of building, teacher collaboration that creates an environment of professionalism and collegiality.

5. School Website – Begun this year by a small team of teacher leaders and administrators. The ultimate goal will be to increase communication and provide valuable educational resources to parents and students. including links and “e-books”. Plans in place to purchase a website as an easy tool for teacher/class websites, the secured posting of student grades and a communication tool for students, parents and teachers.
6. Many teachers have taken the initiative to create their own websites for their classes.
7. Implementation of “accelerated” courses- for academically advanced students. Regent’s Algebra, Literacy and Global Studies to honors classes.
8. New teacher support – The freedom to choose the best method to mentor and support new staff has already paid dividends this year. Our Assistant Principal along with the math and literacy coaches have combined efforts to support our new teachers this year. Observations and initial feedback from the teachers and mentors are very encouraging.
9. Partnership with Columbia Teachers College
10. Collaborative Team Teaching Classes- have been a tremendous success.
11. Creative Programming- allows us to maintain industrial arts, art and music classes.
12. Self-Contained 6<sup>th</sup> Grade- Allows for a seem-less transition from elementary to middle school.
13. Over 99% On Time Graduation Rate
14. Guidance Counselor- Through increased funding we were able to acquire a second guidance counselor.
15. ITA in Mathematics- Math teachers and the math coach create customized ITA’s which directly relate to the school’s curriculum map
16. Creation of Data Inquiry Team- Our dedicated “Data Team” meets weekly to investigate data, identify trends and utilize this information to support best practices.

Some barriers that impede our schools continued improvements are:

Barriers –

1. Budgetary Concerns- Totten receives no Title I money. We have a need for further reductions in class size that we are currently unable to put into place. Academic intervention is a need across the major curriculum areas
2. Reorganization of Department of Education – The need to become familiar with and decide upon a new menu of periodic assessments, become familiar with and train staff on the ARIS system, select and implement “inquiry teams”, accept school based responsibilities over budget, payroll including per session and additional support personnel, administrative pupil accounting, plan and budget for professional development, plan and account for new teacher mentoring, budget for and purchase all supplies, furniture and equipment etc. While many of these changes will benefit us in the future, the necessary training to implement the new procedures has cut into the time needed to effect other changes.
3. ARIS- The constant delays with the roll out
4. Resistant Staff- Like many schools Totten has a small minority of teachers that are resistant to change.
5. Non-Barrier Free School- Totten is an older building that is not accessible to students in wheelchairs. We do not have elevators, many of our doorways are narrow. We cannot house children with major disabilities.

6. Constant School Construction- The ongoing construction in and around Totten has been a major obstacle over the past few years. The building is very old and lacks many amenities that truly are a must in the 21<sup>st</sup> century.
7. Extended Day- While we have a thriving after school self-sustaining program, we have very poor attendance numbers in our 37 ½ minute extended day program. We attribute this to the student involvement in extracurricular activities.
8. Overcrowding- The population of Totten is constantly on the rise. As the population grows the building remains the same size. Almost every classroom is used almost every period. Teachers share rooms in almost every grade.
9. Lack of common planning time – This has become a problem since professional development time is no longer included in the work day. Due to a change in programming some common time is now available. Additional strategies need to be explored to further foster professional collaboration.

Our schools continued success is based on the following.

Aides-

1. Commitment to Academic Rigor and Instruction- Constantly using any and all available data, to identify trends and patterns to better steer instruction in all departments. We are always looking for new and innovative teaching methods, styles and trends. In our planning for next year we are creating advanced placement classes to increase academic rigor.
2. Dedicated Administration and Staff- The day does not end at 3 p.m. for most of our staff members. Their dedication to their students is evident in all they do. Our staff regularly gets together in school and on their own time to plan new and creative teaching methods and units of study.
3. Creative Programming- Allows us to keep many classes in place that have been lost in many other schools. The industrial arts classes we offer are a testament to that planning.
4. Innovative Use of a Limited Budget- Our administration has been able to make the most out of every penny of the budget.
5. Partnership with Columbia Teachers College- The professional development our teachers receive from our partners at Teachers College is an invaluable asset to the staff and in turn the students.
6. Data Inquiry Team
7. Interim Assessments- We are hopeful that these exams will provide our teachers with item skills analysis data that they need in their classrooms to assess student performance and steer instruction.
8. Partnerships with Sister Schools- We have developed a wonderful relationship with our sister schools, IS 75 and IS 7. While we work closely with these two schools we also have a great working relationship with many schools on Staten Island, Brooklyn and Manhattan.
9. Mentoring Program- With the large infusion of new staff members the mentoring program has been quite a large undertaking. Our coaches work closely with the administration especially the A.P. Curriculum to properly train these new staff members.
10. Dedicated LSO Staff- We welcome the support that we receive from our LSO staff and benefit from their regular visits.
11. Significant Increases in Professional Development Opportunities- Our partnership with the LSO has provided many opportunities for professional development..

- 12.** Coaches- Our literacy and math coaches have been a tremendous asset. They serve as 8<sup>th</sup> grade CTT ELA/Math teacher, mentors to new staff, staff developers, instructional leaders, inquiry team members, data specialist, cabinet members, and Acuity experts.
- 13.** Inter-visitation- Our staff members are afforded opportunities to visit their colleagues' classrooms during their preparation periods.
- 14.** Creation of PTA website- This year our PTA created their own website [IS34PTA.org](http://IS34PTA.org) this website
- 15.** Creation of Reverse Phone Directory- This November our PTA installed another phone line inside the school building. This phone line will allow us to disseminate important information to parents via automated message.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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- **Goal:** By June 2009, students will be able to articulate clear and measurable individual goals for improvement in English Language Arts and Mathematics so that progress towards those goals can be more accurately tracked, as measured by a 60% increase in progress on both benchmark customized Acuity exams and teacher created assessments.
  - **Description:** After reviewing our School Quality Review the Instructional Team determined that although students are setting goals, there is a need for refinement of those goals to make them less generic. The school will administer Acuity assessments to provide students with feedback on their strengths and weaknesses in order to support goal development.
  
- **Goal:** By June 2009, school goals will be articulated with all members of the school community to rigorously improve the performance and progress of students, as measured by an increase from 85% to 90% on the Learning Environment Survey Communication category.
  - **Description:** Following the Quality Review and examining the Learning Environment Survey it was established that IS 34 will continue to improve communication with the school community by utilizing school/PTA/teacher websites, the SLT, PTA meetings and workshops.
  
- **Goal:** By June 2009, all teachers will be trained in the use of school, class and student data to plan for and provide differentiated instruction that meets the specific needs of individual students, as measured by 75% of observations exhibiting differentiated lessons and 85% of teachers having differentiation instruction related discussions with school coaches/mentors/administrators.
  - **Description:** Upon analyzing the Principal's Performance Review goals set for the 2007-2008 school year, our Administrative Cabinet decided that although progress was made towards teachers utilizing differentiated lesson and best practices to meet the needs of the students in their charge, there is a need for further development and growth.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>▪ <b>Goal:</b> By June 2009, all students will be able to articulate clear and measurable individual goals for improvement in all core subjects so that progress towards those goals can be more accurately tracked. Progress will be measured by administering benchmark customized Acuity exams, as well as teacher created assessments and observations.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ Individual student goal sheets in each portfolio</li> <li>▪ Portfolios reflect student strengths and weaknesses</li> <li>▪ Teachers confer with students to discuss these strengths and weaknesses to develop benchmark goals</li> <li>▪ Quarterly student portfolio review</li> <li>▪ ITA Acuity assessments as benchmarks of student progress toward their individual goals</li> <li>▪ Teacher/coach created custom Acuity assessments to support student progress and continuing student challenges</li> <li>▪ Professional development on analyzing Acuity data for future explanation of progress during individual student conferring</li> <li>▪ Teacher support from coaches and administration on the use of Acuity Instructional Resources to target individual student needs to differentiate instruction</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>▪ Coaches will mentor new teachers in creating an effective classroom environment that will support these teachers with the implementation of student goal setting</li> <li>▪ Funding for Lunch and Learns to focus on Professional Development on analyzing Acuity data for future explanation of progress during individual student conferring</li> <li>▪ Teacher support from coaches and administration on the use of Acuity Instructional Resources to target individual student needs to differentiate</li> </ul>

	<p>instruction</p> <ul style="list-style-type: none"> <li>▪ Funding for Professional Development for teachers of the accelerated classes to meet the needs of these higher performing students</li> <li>▪ Highering of staff to provide AIS small group instruction to struggling students in ELA.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ 60% of student will show positive growth on Acuity ITAs given in November and April.</li> <li>▪ Teacher observations and feedback will show a 50% increase in individual student progress</li> <li>▪ Students self reflection on own progress to develop/revise individual progress</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>▪ <b>Goal:</b> By June 2009, school goals will be articulated with all members of the school community to rigorously improve the performance and progress of students, as measured by an increase from 85% to 90% on the Learning Environment Survey Communication category.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ Teacher designed class websites that provide lessons, homework and student grade, and individualized progress reports</li> <li>▪ PTA website which posts various school happenings and other pertinent information</li> <li>▪ Utilizing E-Chalk software to create a school website</li> <li>▪ Acuity Assessment available for all parents and students to view results as well as practice lessons based on individual student needs</li> <li>▪ PTA newsletter that informs the community of school events</li> <li>▪ Outreach from parent coordinator</li> <li>▪ Teachers conferencing with parents regarding student performance</li> <li>▪ PTA monthly meetings</li> <li>▪ School Leadership Team monthly meetings to discuss the school mission and support CEP development</li> <li>▪ Charity related activities to support the needs of the community</li> <li>▪ Summer reading lists available in Tottenville Library</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>▪ Funding from PTA fund raises to purchase E-Chalk</li> <li>▪ Technology grant to provide teachers will laptops to support progression towards getting the action plan implemented</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>▪ Community participation on Learning Environment Survey will increase from 93% to 98%</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>▪ <b>Goal:</b> By June 2009, all staff will be trained in the use of school, class and student data to plan for and provide differentiated instruction that meets the specific needs of individual students, as measured by walk-throughs, observations, teacher-administration communications, teacher surveys, and discussions with school coaches.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ Professional development on various hard data available including: NYS Assessment scores, Acuity results, Teacher’s College Assessments, portfolios, classroom assessments and IEPs</li> <li>▪ Utilizing the Instructional Resources tool in Acuity to target students’ specific needs and provide remediation on those identified weaknesses</li> <li>▪ Teachers design customized assessments on Acuity to support data based instruction</li> <li>▪ Teachers design differentiated lesson plans based on results of benchmark assessments</li> <li>▪ Teacher analysis of individual student goals to design in class grouping</li> <li>▪ Leveled classroom libraries</li> <li>▪ Continued use of book clubs in English Language Arts classes to support reading on individual reading level</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>▪ Use of school funds to provide teacher and student resources including books for book clubs and leveled libraries</li> <li>▪ Funding for Lunch and Learns to focus on Professional Development on analyzing Acuity data</li> <li>▪ Funds to send teacher to out of building Professional Development to support teacher development</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>▪ 60% of all formal and informal observations will include aspects of differentiated instruction</li> <li>▪ 70% of teachers will have discussions regarding differentiation with school coaches/mentors/administration</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

**Directions:** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	58				10	65	50	1
7	26	33			15	41	58	5
8	62				3	36	41	2
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	Wilson, Orton-Gillingham offered to those students who require it during the regular school day. Small group instruction offered during lunch and after school tutoring. Reduce class size for struggling students who do not meet the NYS Standards in literacy. AIS classes for students that are scoring below State standards. Push in program for struggling literacy classes to assist with instruction. Low student to teacher ratio in Tier II Literacy classes, SETTS, model lessons taught by Literacy coach.
<b>Mathematics:</b>	Push in program for all three grades. Small group instruction focusing on math during lunch tutorials, after school programs and math test prep tutoring during lunch and after school programs. Add additional paraprofessionals into struggling math classes to assist with instruction. Low student to teacher ratio in Tier II math classes, SETTS, model lessons taught by math coach.
<b>Science:</b>	N/A
<b>Social Studies:</b>	N/A
<b>At-risk Services Provided by the Guidance Counselor:</b>	1:1 and group counseling and classroom lesson during the school day
<b>At-risk Services Provided by the School Psychologist:</b>	Individual counseling, crisis intervention, teacher meetings. Classroom observation provided during school day.
<b>At-risk Services Provided by the Social Worker:</b>	Individual and group counseling provided during the school day. Staff and PPT meetings.
<b>At-risk Health-related Services:</b>	Individual and group counseling provided during the school day.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP) –**

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**Totten Intermediate School 34**

Language Allocation Policy Plan  
2008 -2009

LAP Team Composition:

Jeffrey Preston, Principal  
Amy Renz, Assistant Principal  
John Boyle, Assistant Principal  
Gary Tames, Assistant Principal  
JoAnn Shatz, Guidance Counselor  
Helen Fuscaldo, Guidance Counselor  
Danielle Papa, Literacy Coach  
Gabriella Bruzzese, Mathematics Coach  
Rosanna Verga, ESL Teacher and Contact Person  
Denise Froehlich, Special Education Liaison  
Denise Calabria, Parent Coordinator  
Joanne Gadaleta and Angela Ventimiglia, PTA

Totten Intermediate School is located in the most southern part of Staten Island in a quiet middle class neighborhood. Our population is eighty-nine percent white, six percent Hispanic, and four percent Asian. Eighteen percent of the student population is eligible to receive free lunch.

Totten Intermediate School has a very small population of students who fit the criteria of English Language Learners. Out of a total population almost 1200 students, there are presently twelve ELL's - or about .8% of the entire student body. There are no SIFE students at Totten.

A licensed ESL teacher via a pullout program services our ELL population for four or eight periods per week, according to whether the students are beginning, intermediate or advanced. The advanced students, who receive 180 minutes of ESL, also receive 180 minutes of ELA in a regular classroom setting. Classroom teachers, AIS teachers, consultant teachers and SETTS teachers (all trained in ESL methodology) for our intermediate and beginning students provide additional periods. Whenever possible, new ELL students are

**UPDATED – OCTOBER 2008**

“buddied” with English speaking children who are fluent in the ELL’s home language. If warranted, new ELL’s are placed in an “at risk” SETTS program where constant monitoring takes place. The four skills of listening, speaking, reading and writing are included in instruction everyday, whether in the ESL class, the regular classroom or the SETTS room.

The ESL teacher works in close collaboration with the classroom teachers of the ELL students during professional development and preparatory periods to design better strategies for each individual student to assimilate English language skills. Instructional materials specific to ELL needs have been purchased and are used in the ESL classroom.

(See list of materials below.)

In their regular classrooms, ESL students are taught reading, writing, listening and speaking skills through the Balanced Literacy approach with teachers using the writing and reading workshops. Each classroom has an extensive classroom library leveled for appropriate and appealing book choices by ELL’s.

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There are three ELL’s each in grades seven and eight; and 4 ELL’s in grade six. They speak a total of five languages, with no one language being predominant. One child speaks Italian, three speak Spanish, two speak Russian and the three other children speak Albanian, and Arabic.

Most of our ESL population of 10 students entered our school through the feeder schools where their parents had already chosen a program for their children on the Parent Selection Survey. However, when a newly admitted ESL student does enter the system through our school, our ESL teacher, Assistant Principal and Parent Coordinator are diligent in explaining to parents what programs are available for their children.

Results of LAB Testing and the NYSESLAT indicate our students assimilate quickly and advance to intermediate and advanced levels within a reasonable amount of time. Presently, nine of our ELL’s are at intermediate or advanced levels, with one sixth grade child scoring at beginner level. Placement at the Intermediate Level is as follows: 1 grade six student and 1 grade eight student. Placed at the Advanced Level are two grade six students, and three in grade seven and one in grade eight.

Our Advanced students are doing so well in literacy, mathematics and the content areas, we are confident they will test out of the program when the results of the 2006 NYSESLAT are posted. In fact, all but two of our ELL’s have averages from the high eighties into the mid-nineties. Only one special education student and one grade six student have shown any evidence of having difficulties with their studies. The other eight students have achieved higher than average grades.

At Totten, when a student achieves proficiency in English, (he/she tests out of the program), the ESL teacher continues to monitor the student, keeping a continuous dialog with the various classroom teachers for at least one year.

There are no SIFE students presently enrolled at Totten. However, services would be provided if any were to enroll using the same strategies and methodologies as specified for all of our other ELLs. SIFE students would be mandated to attend extended day programs with a certified ESL teacher. They would be placed in “at risk” SETTs where possible and set up with a buddy who speaks the same language if at all possible.

Our Long-Term ELLs are served by the pullout program for as long as they need service, or until they are able to pass the NYSESLAT. They receive supplementary reading and mathematics instruction as determined by the classroom teacher, the principal, and other related personnel. Increasing English language instruction is a priority for Long-Term ELLs.

We carefully review the identification and placement of our ELLs into Special Education to ensure their placement corresponds to their academic and development needs and ensure that ELLs are not overly referred to Special Education. In addition we work carefully to provide our Special Education ELLs with the core curriculum and any other necessary support to ensure success. Presently, an alternate placement para is not required for our one Special Education ELL student.

Data taken from the 2004 School Report Card is not at all accurate because the small group of ELLs this year has decreased by 50% from 2003. Our most recent NYSESLAT data, as evidenced by the 2004 exam showed our students as most proficient in listening and speaking skills and least proficient in reading writing skills.

These specific needs will be an early (September) focus in the 90 minute Literacy Block and in the delivery of support services. Staff development in the use of the Grow Network and other interim assessment exams as well as the results of the latest NYSESLAT and LAB tests will be provided early in the school year so that timely differentiated instruction with our ELLs will take place.

After careful review of our ELLs’ performances in the content area State Exams as well as report card grades, we will be making some changes in the way we present Professional Development to the staff. The goal of our ELL Professional Development at Totten will be designed to enhance our teachers’ abilities to understand and use the instructional strategies to support language, literacy development and especially writing skills in the content areas.

For staff, this will include:

- 1 Planning and implementing standards based instruction in order to move students towards greater achievement of the standards
- 2 Using a variety of assessment techniques to more effectively evaluate strengths, weaknesses, needs and progress of ELLs
- 3 Build capacity of teachers for better understanding of how ELLs learn

In Mathematics, Professional Development for teachers will include:

- 1 Using Manipulatives
- 2 Differentiated Instruction
- 3 Problem-solving using “ real world” examples
- 4 Assessment and data driven instruction

Totten is in compliance with New York State mandates by running an ESL pullout program for eight periods per week with a certified ESL teacher. The teacher will be using the same methodologies described in paragraphs three and four of this plan.

Below, please find a list of materials used at I.S. 34 for our ELL population:

1. Interactive Reader Plus, McDougal & Littell
2. Paragraph English Skills Practice, Globe Fearon
3. Reading Support and Test Prep for Spanish Native Speakers, McDougal & Littell
4. Holt Reader - Interactive Work Text
5. Vocabulary for the World of Work, Educational Designs
6. Writing and Grammar, Prentice Hall
7. Reader’s Handbook, Great Source
8. English Mastery Series-Sentence, Speech, Usage; Continental Press
9. English Pronunciation for Spanish Speakers, Prentice Hall
10. English Pronunciation for International Students
11. Be A Better Reader, Globe Fearon
12. Transcultural Picture Wordlist, Learning Publications
13. Great Leaps
14. Speak and Say
15. Writer’s Source

## Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

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Type of Program: \_\_\_ Bilingual \_\_\_xx\_ ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2007-08: \_\_\_\_\_16\_\_\_\_\_

(No more than 2 pages)

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

IS 34 provides English language learners with English as a Second Language Program in grades 6 through 8. A fully certified and licensed ESL teacher provides the instruction. The program for the upcoming 2008/2009 school year will be a “pull out” model of ESL instruction. In the ESL class, the language of instruction is English. The students, coming from different linguistics and cultural backgrounds, speak the following languages at home: Russian, Polish, Spanish, Italian, Korean and Chinese.

The newly admitted students, whose home language survey indicates that they speak a language other than English, are tested with the LAB-R exam within the first ten days of enrollment. If a child is eligible for ESL services, the ESL teacher meets with the parents for Parent Orientation.

The ESL teacher at IS 34 ensures that the ESL curriculum reinforces the general curriculum of a particular grade level. The ESL teacher also provides challenging instruction, including content based instruction. The ESL standards promote ESL instruction that is closely aligned with standards based ELA instruction. The ESL teacher implements activities which integrate all four skills: listening, reading, speaking and writing. Students are exposed to interesting and comprehensible information and language models in order to develop competency. (Krashen, 2003) The activities reinforce the general curriculum and the content is always culturally diverse.

II. Parent/community involvement:

For the upcoming 2008/2009 school year, the first parent orientation for the newly enrolled English Language Learners will be held in September. After September, the orientations are scheduled within the first ten days of ELLs admission to school. At the orientation, parents will see the video and receive literature about the services in their native language. At the orientation sessions, parents will be provided with information about state standards, state assessments, school expectations and general programs (now and when they are provided). The sessions usually last about one hour. The orientations will be held in the morning, in the afternoon and in the evening. The IS 34 literacy coach will be present at the orientations as well. If a parent does not speak English, an interpreter is usually provided.

After the orientations, parents are sent periodic progress reports and are encouraged to contact the ESL teacher to discuss the report and their child’s progress. Parents complete program selection forms to indicate their program choice (Bilingual, ESL, or Dual Language). Parents are advised that the ESL teacher and the parent coordinator are available for questions or special needs.

III. Project Jump Start (Programs and activities to assist newly enrolled LEP students):

UPDATED – OCTOBER 2008

There is no direct assistance at IS 34 to newly enrolled LEP students during the summer, prior to opening of School in September. However, the ELL students who are admitted near the end of the previous school year, are encouraged to attend summer school and/or enrichment programs, if such programs are available. Brochures regarding adult ESL classes are also sent to parents prior to the end of the school year, encouraged them to attend.

#### IV. Staff Development (2008-2009 activities):

Staff development will be held on Election Day and in August. The ESL teacher will provide the training for all classroom and special education teachers. The topics to be covered are as follows: The Children First Reform, ELL Teacher Apprenticeship, Dual Language Program, ESL Standards, Language Allocation Policy, Ells and testing accommodations.

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08**

School Building: \_\_\_\_\_ District \_\_\_\_\_

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
	1					

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

**Part D: CR Part 154 – Sample Student Schedules**

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type:     \_\_\_ Free-Standing   \_\_\_ Push-in     \_\_XX\_\_ Pull-out  
 Indicate Proficiency Level:     \_\_\_ Beginning     \_\_\_ Intermediate     \_\_XX\_\_ Advanced

School District: \_\_\_31\_\_\_\_\_                      School Building: \_\_\_31R034\_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From:8:19 To:9:00	Subject (Specify) SS	Subject (Specify) SS	Subject (Specify) SS	Subject (Specify) SS	Subject (Specify) SS
<b>2</b>	From:9:04 To:9:45	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Science
<b>3</b>	From:9:49 To:10:30	Subject (Specify) Art	Subject (Specify) ESL pull out	Subject (Specify) Art	Subject (Specify) Art	Subject (Specify) Art
<b>4</b>	From:10:34 To:11:16	Subject (Specify) LA	Subject (Specify) LA	Subject (Specify) LA	Subject (Specify) ESL pull out	Subject (Specify) LA
<b>5</b>	From:11:21 To:12:03	Subject (Specify) LA	Subject (Specify) LA	Subject (Specify) LA	Subject (Specify) LA	Subject (Specify) ESL pull out
<b>6</b>	From:12:08 To:12:50	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
<b>7</b>	From:12:54 To:1:35	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) ESL pull out	Subject (Specify) Math
<b>8</b>	From:1:39 To:2:20	Subject (Specify) Math	Subject (Specify) Gym	Subject (Specify) Math	Subject (Specify) ESL pull out	Subject (Specify) Math
<b>9</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>10</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type:     \_\_\_ TBE                   \_\_\_ Dual Language  
 Indicate Proficiency Level:   \_\_\_ Beginning       \_\_\_ Intermediate     \_\_\_ Advanced

School District: \_\_\_\_\_

School Building: \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>2</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>3</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>4</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>5</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>6</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>7</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>8</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>9</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>10</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

**Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009**

**Form TIII – A (1)(a)**

Grade Level(s) 6-8 \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ 16 \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ 1 \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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There is no direct assistance at IS 34 to newly enrolled LEP students during the summer, prior to opening of School in September. However, the ELL students who are admitted near the end of the previous school year, are encouraged to attend summer school and/or enrichment programs, if such programs are available. Brochures regarding adult ESL classes are also sent to parents prior to the end of the school year, encouraged them to attend.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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Staff development will be held on Election Day and in August. The ESL teacher will provide the training for all classroom and special education teachers. The topics to be covered are as follows: The Children First Reform, ELL Teacher Apprenticeship, Dual Language Program, ESL Standards, Language Allocation Policy, ELLs and testing accommodations.

**Form TIII – A (1)(b)**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$46,133	Teacher salary
Purchased services such as curriculum and staff development contracts	\$0	
Supplies and materials	\$455	Books, materials and supplies
Travel	\$0	
Other	\$0	
<b>TOTAL</b>	<b>\$46,688</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

I.S.34 uses information gathered from the Home Language Identification Survey and interviews with parents and students to assess our written translation and oral interpretation needs, and insure that all parents are given the information they need in a language they can understand

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

Our ELL population is small, mainly Hispanic, but we address the needs of all our students regarding translation and interpretation services.

Written translations of school documents are sent to parents in Spanish. Translators are provided to parents who are need of translation services. We have staff members who are always available to provide translation services for parents in Spanish and Italian.

#### **Part B: Strategies and Activities**

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

Parent notification letters are provided in the necessary languages. Translation documents are available on the DOE website.

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

Parents in need of translation services can seek the help of faculty members, parent volunteers, and if necessary outside services will be provided.

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

I.S. 34 has a parental involvement plan for families of ELL students. The school holds orientation meetings for the parents of new students to inform parents of our school programs. The school has a full-time parent coordinator who actively participates in this transition. Links are maintained with parent leadership and community- based organizations.

## **APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

### **Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### **Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

1. Enter the anticipated Title I allocation for the school for 2008-2009\_\_\_\_\_
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program\_\_\_\_\_
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified\_\_\_\_\_
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year\_\_\_\_\_
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

### **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

#### **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

## 2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All School Improvement Schools (SINI and SRAP)**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

**Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$\_\_\_\_\_ ; 10% of Title I allocation = \$\_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)  
**UPDATED – OCTOBER 2008**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. We have school designed curriculum in ELA and Math that follows the NYS standards.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable     Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

State scores reflect our school based curriculum is successful.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**1B. Mathematics**

**Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through

these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

**Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The school has provided supplemental materials to fill in the gaps in Impact Math. We have aligned the curriculum to match the state standards.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

XX  Applicable    Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The Impact Math program is very lacking in instructional lessons that reflect standards required by NYS.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The school has provided math teachers with supplemental materials to support the lack of standards based lesson in the Impact program. At this time we do not need additional support from central.

## KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Administration has conducted informal and formal observation to identify if this key finding is relevant in the school.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   xx Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Accomplishments in student work and standardized assessments.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Administration has conducted informal and formal observation to identify if this key finding is relevant in the school.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable xx  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Accomplishments in student work and standardized assessments.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Continuous years of service within I.S. 34 for most staff members.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable xx  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Data available on turnover statistics for I.S. 34

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. I.S. 34 has a extremely small amount of ELLs with one ELL teacher.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable xx  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The ELL teacher has attended various Professional Development workshops.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.  
I.S. 34 has a extremely small amount of ELLs with one ELL teacher.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable xx  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

For the few teachers who have ELLs in their class, they have regular conferences with the ELL teacher. Those who have ELL student in their classes have access to the students' various NYSESLAT results.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional

approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. I.S. 34 has a extremely small amount of ELLs with one ELL teacher.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable xx  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

For the few teachers who have ELLs in their class, they have regular conferences with the ELL teacher. Those who have ELL student in their classes have access to the students' various NYSESLAT results.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Special education liaison to review curriculum and testing accommodations in and outside the classroom environment. Feedback from students and parents.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable xx  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Conferences among general education and special education teachers to discuss the students they services and identify strategies to meet the needs of those individuals. All tests are designed to meets all IEP modifications.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

## CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in G
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.  
Thank you!

Submit date: **Jul 15, 2008**      Email address: **jpresto@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in or survey to be valid.

School DBN	31R034
School Name	Totten Intermediate School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 79,989
Principal Name	Jeff Preston
Principal Email	jpresto@schools.nyc.gov
Principal Phone	7189840772

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes  
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes  
 No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes  
 No

How much do you plan to allocate for each of the following program strategies?

Programs to recruit/retain Highly Qualified Teachers (HQT)

Professional mentoring for beginning teachers and principals

Instructional coaches for teachers

\$ 79,984

School leadership coaches for principals

Does your school plan to use FY09 C4E funding to support new or expanded programs or strategies to recruit or retain Qualified Teachers (HQT) (e.g., Lead Teacher program)?

- Yes
- No

Does your school plan to use FY09 C4E funding to support new or expanded professional mentoring for beginning and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years teacher/principal assignment)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded programs offering instructional coaching for appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes
- No

Please describe the program.

**Professional development for teachers focusing on differentiation of instruction in a standard based classroom.**

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded programs offering coaching for principals (for appropriately certified school leadership coaches, with records of demonstrated success, providing instructional development across all curriculum areas)?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

Yes

No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand a pre-kindergarten program at the school?

Yes

No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Learners (ELLs)?

Yes

No