



[TOTTEN INTERMEDIATE SCHOOLS]

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (31/ R/ 034)

ADDRESS: 528 ACADEMY AVENUE STATEN ISLAND, NY 10307

TELEPHONE: (718) 984-0772

FAX: (718) 227-4074

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

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

SCHOOL ADDRESS: 528 Academy Ave Staten Island, NY 10307

SCHOOL TELEPHONE: (718) 984-0072 **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

PRINCIPAL: Jeff Preston

UFT CHAPTER LEADER: Donna Swanson

PARENTS' ASSOCIATION PRESIDENT: Toni Kaminsky

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** CFN 604

NETWORK LEADER: Greg Jaenicke

SUPERINTENDENT: Erminia Claudio

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Jeff Preston	*Principal or Designee	
Donna Swanson	*UFT Chapter Chairperson or Designee	
Toni Kaminsky	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jennifer Barrett	Member/Teacher	
Geraldyn McHugh	Member/Teacher	
Steve Blaine	Member/Teacher	
Nancy Donahue	Member/Teacher	
John Boyle	Member/Assistant Principal	
Mrs. Morano	Member/Parent	
Mrs. Derosa	Member/Parent	
Mr. Miller	Member/Parent	
Mrs. Mastrotta	Member/Parent	

Mrs. Lomando	Member/Parent	
Mrs. Skovronch	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

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.

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. Our custodian works very hard to maintain a safe, clean environment.

Totten services approximately 1139 students. The population includes children from NCLB, inclusion, special education, English language learners and various economic backgrounds. There are 13 sixth grade classes, 13 seventh grade, and 14 eighth grade classes. We also have Collaborative Team Teaching classes, three in the sixth grade, three in the seventh grade, and three 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 highest achieving students we provide accelerated classes in Algebra, Literacy, Science and Social Studies. We also have foreign language classes for honors and Tier I classes. Our School Spirit Organization arranges various school dances, fund raisers and other related activities. IS 34 has developed a 7th grade accelerated literacy program that will loop into 8th grade. IS 34 has four Algebra classes, two Living Environment and two Global Regent classes.

We have a great relationship with parents and the school community. We participate in various community support activities such as canned food, warm coats and clothing drives, March of Dimes, and Jump Rope for Heart. Our school has a website, which can be located at www.IS34.org. The PTA's website, www.IS34PTA.org is also linked to the school's site. The PTA has a newsletter as well for distribution to parents with the goal of keeping them informed of happenings at the school. Along with the PTA newsletter, our own students prepare a quarterly newsletter, The Totten Times.

Although we are a non-Title I school with a limited budget, we have received various grants. We received a technology grant last year, which allowed us to provide a number of our teachers with new technology such as smart-boards and Document Based Projector. This year we received the Grant for the Arts. Through the Roundabout Theater, we are able to offer students after-school drama courses.

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 (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	I.S. 034 Tottenville			
District:	31	DBN #:	31R034	School BEDS Code: 353100010034

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93.3	94.3	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		98.0	98.4	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	390	404	357	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	394	390	397		18.4	17.7	29.3		
Grade 8	393	366	394						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	1	TBD		
Grade 12	0	0	0						
Ungraded	3	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1180	1181	1148		4	0	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	35	43	46						
No. in Collaborative Team Teaching (CTT) Classes	51	73	94	Principal Suspensions	78	104	TBD		
Number all others	78	66	63	Superintendent Suspensions	3	3	TBD		

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	17	13	18	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	1	7	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	67	70	TBD
				Number of Administrators and Other Professionals	15	15	TBD
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	4	4	TBD
(As of October 31)	2007-08	2008-09	2009-10				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	95.5	100.0	TBD
American Indian or Alaska Native	0.4	0.3	0.3	Percent more than two years teaching in this school	76.1	78.6	TBD
Black or African American	1.0	0.7	0.8	Percent more than five years teaching anywhere	70.1	68.6	TBD
Hispanic or Latino	6.1	6.4	7.1				
Asian or Native Hawaiian/Other Pacific Isl.	3.4	3.1	3.2	Percent Masters Degree or higher	87.0	93.0	TBD
White	89.1	89.4	88.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.7	94.1	TBD
Multi-racial							
Male	48.9	49.6	50.9				
Female	51.1	50.4	49.1				

2009-10 TITLE I STATUS

<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	✓	✓	-				
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	-				
White	✓	✓					
Multiracial							
Other Groups							
Students with Disabilities	✓	✓					
Limited English Proficient	-	-	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	6	6	1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	83.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	23.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	45.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	
<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/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's 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 implications 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?
-

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

Progress Report –

- Maintained an A for two years.
- Student performance and Progress dropped in Literacy and Math
- Totten 34 has a high attendance rate

Learning Environment Survey

- School environment we received an A (9.4)

Our greatest **accomplishments** over the past year have been:

1. For the 2009-2010 year we received an A on the Progress Report. We maintained our A on the Progress Report for the past two years.
2. We have had two Quality Reviews and have received a Well Developed on both.
3. Standardized test scores in reading and math have risen consistently for three years. All subgroups have met AYP requirements since the 2005-2010 school-years.
4. Based on benchmark assessments, students are working on setting goals in the core subjects. Teachers are individualizing instruction to support specific student needs.
5. Each core subjects have designed portfolios and portfolio assessments
6. We hold a variety of Professional Development for teachers, including the use of Grade Pro, the school website provided by EChalk, smart-board, and the Electronic Grade Gathering (EGG) system. We also provide workshops for goal setting and meetings on the changes in the ELA and Math standards and testing schedule. Along with in-house staff trainings, we send staff members to out of building professional development on various topics including ARIS, E-Chalk training, CCSS, Curriculum mapping, Ed Performance Series , CTT, Special Education and ELL support.
7. For a year, Totten Intermediate has a school website, www.IS34.org that allows another opportunity to communicate events, activities, and information about our school with the community. Many teachers have taken the initiative to create their own websites for their classes, which have been linked with the IS 34 webpage.
8. Totten 34 has developed ARIS Communities to share best practices, Inquiry work and teacher resources.

9. Math and Literacy department has launched the ED Performance Series to assess and develop curriculum and lesson plans to meet all student needs
10. Special Education Department launched a new reading program (AMP) to support students needs in the classroom
11. Inquiry Teams are designing data portfolios and assessments for all core subjects
12. We have seen great success with the “accelerated” courses provided for academically advanced eighth grade students for Regent’s Algebra, Literacy, and US History and Government.
13. This year we have implemented two Science Living Environment classes.
14. Scheduling for these students reflects that of a High School, where students are only accepted into the accelerated course if they exhibit preparedness for such advancement.
15. We have implemented four Algebra Classes.
16. We have implemented a 7th grade accelerated literacy class which will loop to 8th grade.
17. Totten 34 implemented a writing program for all CTT and Special Education classes.
18. We have had great success with the Learning Environment Survey. We have an increase in returned surveys for both Teachers and Students. Due to the many positive responses on the survey, I.S. 34 received A (9.4 of 15 total points) for the School Environment portion of the Progress Report
19. Through the combined efforts of the Literacy Coach, and Assistant Principal, the Mentor Program provides support for our 3 new teachers.
20. IS 34 has a large contingency of English teachers who have been trained in and are utilizing the Columbia Teacher’s College units of study AMP reading program.
21. Collaborative Team Teaching classes on all grade levels have been a tremendous success.
22. Creative programming allows us to maintain industrial arts, art and music classes.
23. A self-contained 6th Grade allows for a seam-less transition from elementary to middle school.
24. We have an over 99% On-Time Graduation Rate.
25. Acuity Instructionally Targeted Assessments in Mathematics are customized by the Math teachers and the Math Coach in order to assess our students on the curriculum map designed by the Math Department. We anticipate customizing the ITA’s for ELA this year.
26. The Data Inquiry Team has representatives from all core subjects and grades, who meet regularly to investigate data, identify trends and utilize this information to support best practices.
27. Totten Data Inquiry team developed ARIS Communities which shares best practices and unit goals
28. I.S. 34 has a dedicated administration and staff where the day does not end at 3 p.m. for most of our staff members. Their dedication to the students is evident in all they do. Our staff regularly collaborates in school and on their own time to plan new and creative teaching methods and units of study.
29. Through an innovative use of a limited budget, the administration has been able to make the most out of every penny of the budget.
30. We have developed a wonderful partnership with our sister schools, I.S.7, I.S. 75 and our feeder schools. While we work closely with these schools, we also have a great working relationship with many schools on Staten Island and Brooklyn.

31. We welcome the support of the dedicated CFN staff and benefit from their regular visits.
32. Our Literacy Coach/Data Specialist/Mentor has been a tremendous asset. She serves as a 8th grade CTT Science/Social Studies teacher, mentors to new staff, staff developer, instructional leader, inquiry team member, data specialist, cabinet member, and Acuity expert..
33. Our teachers are afforded opportunities to visit their colleagues' classrooms for inter-visitations during their preparation periods.
34. The Reverse Phone Directory System has been a great asset that allows us to disseminate important information to parents via automated message.

Some **barriers** that impede our schools continued improvements are:

1. 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. Like many schools Totten has a small number of teachers that are resistant to change.
3. Totten is an older building that is not accessible to students in wheelchairs. We do not have elevators and many of our doorways are narrow. We cannot house children with major disabilities.
4. While we have a thriving after school self-sustaining program, we have poor attendance numbers in our 37 ½ minute extended day program. We attribute this to the student involvement in extracurricular activities.
5. Our enrollment is at capacity. Every classroom is used during most periods. Teachers share rooms in almost every grade and department.

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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Goal 1: By June 2011, the 7th grade teachers will develop/design an accelerated curriculum to reflect the Common Core State Standards teachers

Description: We will add to the Teacher Collaborative Inquiry Teams/Curriculum Teams work to include teachers representing 7th grade to develop/design a new curriculum

Goal 2: By June 2011, the English Language Arts department will redesign the ELA curriculum to reflect the changes in the standards (CCSS). 50% of ELA teachers will utilize the new curriculum as measured by supervisor observations and walk-through.

Description: Each ELA teacher will be engaged within their respective grade level in curriculum mapping to create units of study that align the new curriculum with the updates in the state standards and timeline.

Goal 3: By June 2011, the Math department will redesign the math curriculum to reflect the changes in the standards (CCSS). 50% of Math teachers will utilize the new curriculum as measured by supervisor observations and walk-through.

Description: Each Math teacher will be engaged within their respective grade level in curriculum mapping to align the new curriculum with the updates in the state standards and timeline.

Goal 4: By June 2011, The Data Inquiry Common Core Team in the initial phases will expand to include 10% of core teachers implementing the new standards, as evidenced by the use of best practice in the classroom.

Description: To develop a Data Inquiry Team that focuses on the New Common Core State Standards. We will add to the Teacher Collaborative Inquiry Team work to include teachers representing all core subjects.

Goal 5: By June 2011, The Special Education department will redesign the ELA curriculum to reflect the changes in standards (CCSS) and differentiated lessons. 50% of special education teachers will utilize the new curriculum, assessments and standards as measured by supervisor observations, walkthrough and data inquiry meetings.

Description: Special education teachers will use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all students. Totten 34 will engage each special education teachers within grade level in curriculum mapping to align the new standards

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 2010-11 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, Corrective Action, Restructuring, SURR, PLA, 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): Literacy/Math/Special Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1: By June 2011, the 7th grade teachers will develop/design an accelerated curriculum to reflect the Common Core State Standards teachers</p>	
<p>Action Plan 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"> • Use of available financing for per session meetings • Network Support Specialists to provide PD on various topics related to inquiry team work • Professional development during monthly faculty and department meetings • Out of building workshops for teachers on curriculum mapping • Inter-visitations to model classrooms, observations, walk through, spot check interviews with students • Communities created in ARIS • Team leaders (department assistant principal) will be responsible for organizing the meetings and work completed by each team 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Budget provided by the Children’s First Initiative to pay per session to team members • C4E funding to reduce class sizes and AIS • Trainings by the school coach on the use of ARIS 	

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Annual Goal 2

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Goal 2:

By June 2011, the English Language Arts department will redesign the ELA curriculum to reflect the changes in the standards (CCSS). 50% of ELA teachers will utilize the new curriculum as measured by supervisor observations and walk-through

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Responsible staff include all teachers of ELA, the Literacy coach and the ELA supervisor
- September dept. meeting to set framework for new curriculum map
- Election Day ELA dept. to complete curriculum planning
- Scheduled dept. meetings to make revisions as necessary
- Use of available financing for per session meetings
- Network Support Specialists to provide PD on various topics related to inquiry team work
- Professional development during monthly faculty and department meetings
- Out of building workshops for teachers
- Inter-visitations to model classrooms, observations, walk through, spot check interviews with students
- Communities created in ARIS
- Team leaders (department assistant principal) will be responsible for organizing the meetings and work completed by each team

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts

- C4E funding for coach position
- Resources include NYS ELA assessment related materials provided on the DOE website

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

<p>Annual Goal 3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3: By June 2011, the Math department will redesign the math curriculum to reflect the changes in the standards (CCSS). 50% of Math teachers will utilize the new curriculum as measured by supervisor observations and walk-through.</p>
<p>Action Plan 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"> • Responsible staff include all teachers of math, the math coordinator and the math supervisor • September dept. meeting to set framework for new curriculum map • Election Day math dept. to complete curriculum planning • Scheduled dept. meetings to make revisions as necessary • Use of available financing for per session meetings • Network Support Specialists to provide PD on various topics related to inquiry team work • Professional development during monthly faculty and department meetings • Out of building workshops for teachers • Inter-visitations to model classrooms, observations, walk through, spot check interviews with students • Communities created in ARIS • Team leaders (department assistant principal) will be responsible for organizing the meetings and work completed by each team
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • C4E funding for coach position • Resources include NYS Mathematics assessment related materials provided on the DOE website • Materials and information provided by the CFN • Time reserved on Election Day for teachers to meet within their grade levels
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	
<p>Annual Goal 4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</p>	<p>Goal 4: By June 2011, The Data Inquiry Common Core Team in the initial phases will expand to include 10% of core teachers implementing the new standards, as evidenced</p>

<i>Time-bound.</i>	by the use of best practice in the classroom.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • Responsible staff include teachers from all core subjects and supervisors of those subjects • Collaborative Inquiry Teams meetings to design pre-assessment goal sheets • Teachers will conference with students utilizing pre-assessments results to determine student goals • Collaborative Inquiry Teams meetings to design post-assessment reflective of pre-assessment to determine if goals were met • Use of available financing for per session meetings • Network Support Specialists to provide PD on various topics related to inquiry team work • Professional development during monthly faculty and department meetings • Out of building workshops for teachers • Inter-visitations to model classrooms, observations, walk through, spot check interviews with students • Communities created in ARIS • Team leaders (department assistant principal) will be responsible for organizing the meetings and work completed by each team
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> • C4E funding for coach position • Budget provided by the Children’s First Initiative to pay per session to team members • Training on what SMART goals are and how to write them, as well as, the difference between student goals and teacher goals
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	
Annual Goal 5 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Goal 5: By June 2011, The Special Education department will redesign the ELA curriculum to reflect the changes in standards (CCSS) and differentiated lessons. 50% of special education teachers will utilize the new curriculum, assessments and standards as measured by supervisor observations, walkthrough and data inquiry

	meetings.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Responsible staff include all teachers of ELA, the Literacy coach and the ELA supervisor • September dept. meeting to set framework for new curriculum map • Election Day ELA dept. to complete curriculum planning • Scheduled dept. meetings to make revisions as necessary • Use of available financing for per session meetings • Network Support Specialists to provide PD on various topics related to inquiry team work • Professional development during monthly faculty and department meetings • Out of building workshops for teachers • Inter-visitations to model classrooms, observations, walk through, spot check interviews with students • Communities created in ARIS • Team leaders (department assistant principal) will be responsible for organizing the meetings and work completed by each team
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • C4E budget funds academic coaches • C4E supports the purchasing of supplies needed for parent workshops • Data Inquiry funding

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	20	20	15	13	12	66	55	2
7	21	19	8	9	16	43	60	6
8	19	6	7	20	5	39	43	3
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each 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.).</p>
<p>ELA:</p>	<p>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, push in collaborative teacher, model lessons taught by Literacy coach.</p>
<p>Mathematics:</p>	<p>Push in program for all three grades. Small group instruction focusing on math during lunch tutorials, after school programs and math test prep tutoring. Add additional paraprofessionals into struggling math classes to assist with instruction. Low student to teacher ratio in Tier II math classes, push in collaborative teacher, model lessons taught by math coordinator.</p>
<p>Science:</p>	<p>Push in program for all three grades. Small group instruction focusing on science during lunch tutorials, after school programs and science test prep tutoring. Low student to teacher ratio in Tier II science classes, push in collaborative teacher, model lessons taught by mentor.</p>
<p>Social Studies:</p>	<p>Push in program for all three grades. Small group instruction focusing on social studies during lunch tutorials, after school programs and social studies test prep tutoring. Low student to teacher ratio in Tier II science classes, push in collaborative teacher, model lessons taught by mentor.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>1:1 and group counseling and classroom lesson during the school day</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Individual counseling, crisis intervention, teacher meetings. Classroom observation provided during school day.</p>

At-risk Services Provided by the Social Worker:	Individual and group counseling provided during the school day. Staff and PPT meetings.
At-risk Health-related Services:	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) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- ✓ We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 6-8 Number of Students to be Served: 15 LEP 1165 Non-LEP

Number of Teachers 80 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

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.

Section III. Title III Budget

School: Totten 34 BEDS Code: 3531000010034

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$200	5 hours of per session for ESL
Purchased services - High quality staff and curriculum development contracts.	\$0	N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$1816.00	Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	\$0	N/A
Travel		
Other		
TOTAL		

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

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. The Parent Coordinator is an asset in getting necessary information out to the school community. Feedback from parents shows the system we have in place is working.
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. We are finding that the school website is a helpful tool for providing parents and the school community with pertinent information in their native language.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. Totten has launched its own website. Therefore parents have updated information of all school events in their native language. Throughout the year parents are encouraged to attend orientation sessions, parent-teacher conferences, class trips, and special events.
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. When no one in the building is able to translate in the native language, a translator is acquired. Therefore the Parent Coordinator contacts the Translation Unit to obtain documents, brochures, DVD, and other related materials that can inform the parents in the native language
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>.

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____

6. If the percentage of high quality teachers during 2008-2009 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

- 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.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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 IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) 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.

School Under Registration Review (SURR)

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.

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 034 Tottenville						
District:	31	DBN:	31R03	School		353100010034	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	v	11
	K		4		8	v	12
	1		5		9		Ungrade v
	2		6	v	10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		93.3	94.3	92.8
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	0	0	0		98.0	98.4	97.7
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	0	0	0		18.4	29.3	31.0
Grade 6	405	357	361	Students in Temporary Housing - Total Number:			
Grade 7	390	397	364	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	386	394	410		1	1	3
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		4	0	3
Grade 12	0	0	0	Special Education			
Ungraded	0	0	5	<i>(As of October 31)</i>	2007-	2008-	2009-
Total	1181	1148	1140		4	0	3
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	43	46	50	Principal Suspensions	78	104	37
# in Collaborative Team Teaching (CTT)	73	94	100	Superintendent Suspensions	3	3	1
Number all others	66	63	80	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		67	70	74
# receiving ESL services only	13	18	TBD	Number of Teachers			
# ELLs with IEPs	1	7	TBD	Number of Administrators and Other Professionals	15	15	14
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	4	8	18

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	3	% fully licensed & permanently assigned to this	95.5	100.0	100.0
				% more than 2 years teaching in this school	76.1	78.6	82.4
				% more than 5 years teaching anywhere	70.1	68.6	74.3
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		87.0	93.0	90.5
American Indian or Alaska Native	0.3	0.3	0.4	% core classes taught by "highly qualified" teachers	86.7	94.1	94.3
Black or African American	0.7	0.8	0.4				
Hispanic or Latino	6.4	7.1	7.6				
Asian or Native Hawaiian/Other Pacific	3.1	3.2	2.9				
White	89.4	88.5	88.5				
Male	49.6	50.9	51.1				
Female	50.4	49.1	48.9				

2009-10 TITLE I STATUS

	Title I						
	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In	v	Basic	Focused	Comprehensive	
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific	v	v	-				
White	v	v					
Multiracial							
Students with Disabilities	v	v					
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:				NR	
Overall Score:	62.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	8.5						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 31	School Number 034	School Name Totten
Principal Jeffrey Preston		Assistant Principal John Boyle	
Coach Danielle Papa (Literacy)		Coach type here	
Teacher/Subject Area Rosanna Verga (ESL)		Guidance Counselor Joann Shatz	
Teacher/Subject Area Francesca Firenze (Math)		Parent Tony Kaminski	
Teacher/Subject Area Tracy Ramire (English)		Parent Coordinator Diane Cunsolo	
Related Service Provider Denise Froehlich		Other type here	
Network Leader Greg Jaenicke		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1180	Total Number of ELLs	15	ELLs as Share of Total Student Population (%)	1.27%
------------------------------------	-------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Most of our ESL population of 15 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 student does enter the system through our school, our licensed and certified ESL teacher, Assistant Principal, Parent Coordinator, and School Secretary are diligent in following the correct protocol. Upon entering I.S.34 trained personnel meet with parents to determine the student's home language with an informal conversation allowing school personnel to determine if the (HLIS) is necessary. This process is formalized by the completion of the Home Language Identification Survey (HLIS). The school secretary is aware of the answers given by the parents which will result in an OTELE code. The secretary advises the ESL coordinator and an informal student interview in the native language is conducted in the Parent Coordinator's office with the child and parents or guardians. During this meeting the parents are introduced to the procedures and the programs offered for ELLs at our school. At this meeting they are informed that the LAB-R will be administered by a certified licensed ESL teacher within ten days of enrollment and placement of their child will be determined by the results of this test. If the student passes the LAB-R, he will be placed in a regular classroom without ESL instruction. If a student scores at beginner or intermediate instruction, he is entitled to 360 minutes/week of ESL instruction. A student scoring at the advanced level is entitled to 180 minutes/week of ESL instruction.

When no one in the building is able to translate in the native language, a translator is acquired. Therefore the Parent Coordinator contacts the Translation Unit to obtain documents, brochures, DVD, and other related materials that can inform the parents in the native language. Once the LAB-R is administered by the certified ESL teacher and student entitlement for ESL placement is determined the ESL teacher notifies the parent within 5 days of orientation. Then Parent Coordinator notifies the parents and invites them to the school orientation for ELLs within the 10 days of enrollment. At this time the parents are told of their child's score and introduced to the different programs provided for ELLs. The parents are informed of the programs offered to ELLs in order to accommodate their needs. All programs are devised to provide ELLs with the appropriate instruction for their individual language proficiency.

Results of the NYSESLAT indicate our students assimilate quickly and advance to intermediate and advanced levels within a reasonable amount of time. Infact 67% of our ELLs are at the advanced level. Presently, two ELLs (one admitted less than a year ago and one with special educations needs) are at beginner levels. Two students are at the intermediate level and 10 scored on the advanced level on the 2010 NYSESLAT or LAB-R. We have an X-coded ELL whose special education needs and services supercede ESL instruction. The ESL teacher evaluates the results of the test and adapts the instruction to adhere to the needs of the children across the four modalities. We carefully review the identification and placement of out ELLs into Special Education to ensure their placement corresponds to their academic and development needs. We also make certain our 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 achieve success. Presently, an alternate placement para is required for one of our Special Education ELL student.

In order to service the different needs of our ELLs, the ESL teacher uses various techniques for each of our students. Listening skills are addressed by doing read alouds and prompting student responses to the listening material. During this activity note-taking is recommended, which is preparation for the ELA exam. A listening center is provided, allowing the students to listen to recordings of different stories to attune their auditory skills to the language.

Reading skills are improved with daily assignments which focus on the different literary genres. The students are given various tasks to test comprehension of reading material. Tasks vary from comparing and contrasting two literary works to the recognition of new vocabulary. The ESL teacher uses schema building and text re-presentation to facilitate and try to simplify understanding of reading texts. 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.

Parent Choice is a crucial component in selecting an ELL program for students. In order to properly inform parents of the available programs, our school uses the services and materials offered by the Translation and Interpretation Unit. Once our school personnel determine student eligibility for ESL instruction, parents are asked to attend the informative parent orientation explaining various programs. At this time the ESL teacher and Parent Coordinator inform parents of the available programs for their children. At this time if any translated materials or translators are needed they are present to facilitate the understanding of the programs offered. Our school does not have the mandated number of students needed to provide an ESL self contained program. Presently IS 34 provides a pull-out program for the following reasons:

1. ESL teacher is able to target students' individual needs and differentiate instruction according to the strengths and weaknesses of each

student.

2. Students perform tasks in relaxed and familiar environment enhancing their concentration and reinforcing their abilities.
3. Based on the excellent progress and success of our ELLs the program proves to be very effective in IS 34.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							3	3	2					8
Total	0	0	0	0	0	0	3	3	2	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	6
SIFE		ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0

ESL	5		1	5		2	5		3	15
Total	5	0	1	5	0	2	5	0	3	15
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	3	2					8
Chinese								1						1
Russian								1	1					2
Bengali														0
Urdu								1						1
Arabic								1						1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							1							1
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	5	7	3	0	0	0	0	15

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

I.S. 34 provides ELLs with a freestanding pull-out program in grades 6 through 8. A fully licensed and certified teacher provides the instruction. The students come from different linguistic and cultural backgrounds and speak the following languages at home:

Number of ELLs by grade in each Language Group: As per October 25, 2010

ELL	6	7	8
Spanish:	3	3	2
Polish:	1	0	0
Russian:	0	1	1
Chinese:	0	1	0
Arabic:	0	1	0
Urdu:	0	1	0
Czech:	1	0	0

The ESL teacher is able to serve all the children with their mandated instructional minutes using methodologies to enhance English language acquisition. Data retrieved from interim and annual assessments guide the ESL teacher in providing the needs of students. The ESL teacher prepares all instruction based on test scores, daily progress, group work, and daily interaction. All the students are on different levels and progress at different levels, therefore each student's instruction varies. The instruction that is given is to achieve success in the classroom, the state exams, and most importantly acquiring the language for daily socialization. Testing scores are the tools which enable the ESL teacher to group the like students for specific team activities and to pair students at proficiency levels in class. Students scoring on the beginning or intermediate levels receive 360 minutes of ESL instruction. The entitled minutes are determined by scores the LAB-R or the NYSESLAT exams. Students scoring on the advanced level receive 180 minutes of ESL instruction. All ELLs also receive 360 minutes of Language Arts instruction in a regular classroom setting. The ESL teacher ensures that the ESL curriculum reinforces the general curriculum of a particular grade. The usage of manipulatives, graphic representation, and verbal analogies, familiar to students, aids ELLs in clarifying difficult concepts. Curriculum implementation of Walqui(2003) model allows a dynamic approach to language acquisition. Scaffolding strategies are both essential in ESL instruction as well as in the content area classes.

The importance of maintaining goals to improve academic rigor is essential for the success of ELLs in the content area classes. The need to accelerate the English language is at the core of ESL instruction. However maximizing student skills in academic subjects are critical for ELLs to reach the set standards. Therefore the ESL teacher works in close collaboration with the ELA Math, and other content area teachers to provide strategies and lesson modifications to assist ELLs in the classroom. The ESL teacher is aware of the homework assignments, projects,

tests, and reading material being taught in class. Therefore she can help the students to understand and complete various tasks. The teachers inform the ESL teacher regularly on class performance of each student to try to improve their work in class. Totten tries to use performance and demographic data to prepare interim assessments which is an indicator to measure student progress and plan instruction. The ESL teachers together with the content area teachers use bridging, a strategy creating a connection between new concepts and previous knowledge. It allows ELLs to immerse themselves into the lesson and understand the material presented. Modeling is used as well and works well for our Math and Science teachers. The teachers' use of former students' work or manipulatives enables students to accomplish a task. The ESL teacher and content area teachers frequently confer regarding ELL classroom performance. When ELLs are experiencing difficulty with material, the ESL teacher explains material and reinforces concepts that are presented in the classroom. Schema building builds understanding by helping student interpret pre-existing concepts of meaning. This can be accomplished by previewing a text with students in preparation for listening or reading assignment. According to Walqui(2003), as students develop academic and linguistic competence and begin to take charge of their learning, scaffolds are changed or dismantled.

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 our ELLs. SIFE students would be mandated to attend extended day programs with the certified ESL teacher. They would be placed in an "at risk" program and set up with a buddy who speaks the same language if at all possible. Instruction in both Math and English would be more intense to try to regain lost academic instruction.

English language acquisition is critical for newcomers. Presently there are 5 newcomers at IS 34 this year. The ESL teacher uses all the resources available at any grade level to promote language acquisition. This period of transition is a very difficult process for newcomers from any country. Therefore bridging is one of the most effective strategies for ELLs at this level. Contextualization and text Re-presentation are techniques used by the ESL teacher and other teachers to enhance the learning experience. It is essential that content area teachers are aware of the difficulties that ELLs will incur in the classroom. Therefore it is critical that the ESL teacher and content area teachers work collaboratively to address the needs of each ELL student in the class. Preparation for the ELA exam in the spring is a priority during both ESL and ELA classes. Again the ESL teacher and the ELA teachers work as a team to introduce new strategies that will aid ELLs achieve success on this exam. The buddy-up system is also very important during this period for ELLs. Not only does it help for academic purposes but eases the social aspect of this transitional period. The students in their regular classes try to aid ELLs socially and academically to make the transition easier.

4 students receiving service 4 to 6 years are proficient in speaking English. Their 2010 NYSESLAT scores indicate advanced levels of performance in all the modalities except writing, which is a weakness for many ELLs. During the 180 minutes of instruction the main focus is reviewing good writing models for different types of writing. Students are then asked to write their own work which reflects the different techniques they learned during the lesson. Reading Response skills are used to enhance comprehension. Listening centers are conducted during class time to enhance students' listening acquisition which is often a weakness on the NYSESLAT. All the necessary techniques such as bridging, schema building etc. are used to enhance learning and to ultimately test out of the program.

Presently we have 5 long term ELLs at Totten. As per the spring NYSESLAT scores, the students scored at the advanced level. The data collected by observing the scores on the NYSESLAT alerts the ESL teacher that each student needs intense test preparation in all the modalities, except speaking. At least three times a week they are given a 10-15 minute exercise on test preparation in the three modalities. The ESL teacher pulls out these students for 180 minutes focusing on their reading and writing skills as both experience weakness in the modalities. They are given various reading assignments focusing on the different tasks to improve their skills. Students receive supplementary reading and mathematics instruction as determined by the classroom teacher.

For the 2010-2011 school year, Totten has 6 Special Education students in the ESL program. 4 students are in a self contained program and 2 students are in a CTT program. All students came to our school with IEPs. We carefully review the placement of our ELLs into Special Education to ensure academic needs. One of the students is X-coded and receives other mandated services in lieu of ESL instruction. However, they take the interim assessment and NYSESLAT exams. Student instruction focuses on the student's individual weakness as per the test data. Assignments are geared to develop skills. The techniques used for all other ELLs are used with the Special Education students. The use of manipulatives, schema building, and bridging are techniques that are used for ESL instruction as well as their regular classroom

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Totten's ELL population is growing; presently there are 15 ELL students. In past years all our ELLs coming from feeder schools had sufficient language proficiency to function well in class. Now our population is changing and 2 students have very limited language proficiency. Therefore the ESL uses differential instruction geared to service the needs of individual students. Some of our students' language acquisition is enhanced by the educational background they received in their native country. The "At Risk" program is available as well for ELLs struggling in the content area classes. As the needs of our ELL population changes and increases the programs and services must change to suit the needs of the students. In the last years we have maintained a freestanding ESL pull-out program meeting the program choice selections of parents. The instruction of our new ELLs focuses primarily on English language acquisition for the beginning months with limited instruction in the content areas to assimilate students to the school environment. Students are encouraged to speak in English in all their classes. Two of our new ELLs have buddies in their native language which facilitates the academic transition as well as the social transition for the new students.

ELLs are still monitored for two years after passing the NYSESLAT exam. Test coordinator is advised that students may still need extra time for state exams. The ESL teacher keeps a continuous dialogue with the various content area teachers. Test modifications and extended time is prearranged during state exams to ensure student success.

Totten offers many after school programs that are both helpful and pleasurable to all our students. Some of the programs offered this year are art design and sport activities which are recommended for ELLs. Depending on student requests previous years Totten has offered knitting, cooking, and calligraphy. All these programs can be taught by modeling the activity, therefore creating equal opportunity for ELLs. In January an enriched program will be offered in both Math and Language Arts to prepare students for the state exams. All the programs offered for all our students are self sustaining.

New York State Curriculum in both Social Studies and Science offer lesson modifications for ELLs. The Science and Social Studies textbooks have bilingual glossaries to aid ELLs in the understanding of different concepts. This facilitates lesson for the content area teacher. Bilingual dictionaries aid students in the comprehension of the presented lesson or assignment. Some of the books used to improve instruction are:

- Vocabulary Connection
- Quick Reads
- Grammar Action
- Right into Reading
- X-Treme English Review
- Sam and Pat --Beginning Reading and Writing
- Phonics Book A & B by Steck & Vaughn
- Transcultural Picture Word List

Test Preparation for NYSESLAT and ELA Exams:

- Empire State NYSESLAT
- Getting Ready for the NYSESLAT and Beyond
- Achieving on the NYSESLAT

- NYS ELA Workbooks
- Acuity Tests prepared by literacy coach

Instruction for ELLs is based on the level of language acquisition; therefore depending on the student proficiency the resources used may not always be age appropriate. However, the ESL teacher tries to adapt the resources to the needs of the student.

Totten offers Spanish Foreign Culture classes which is a well balanced curriculum between the culture of the Hispanic World and the exposure to the Spanish language.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

After review of our ELL's performance in content area State Exams, our goal for our ELL Professional Development, which includes Totten's entire staff 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.
- Plan and implement standard based instruction in order to move students towards greater achievement of the standards.
- The use of a variety of assessment techniques to more effectively evaluate strengths, weaknesses, needs, and progress of ELLs.
- To build capacity of teachers for better understanding of how ELLs learn.
- To modify services to reach both the ability of each student and to adhere to student's age and grade.
- ESL will continue to work with content area teachers to keep students on grade level.
- To provide guidance counselors and assistant principals with information to enhance growth of ELLs from one grade to another.
- To provide all staff with the necessary tools needed to empower ELLs to overcome certain weaknesses.

In order to provide an easy transition from one grade to another each student has a portfolio which monitors their progress throughout the year. At the end of June the portfolios are given to their future teachers which provides them with important insight to the students' strengths and weaknesses.

Staff development will be held on Election Day to provide teachers with training for lesson modifications in the content area. ESL workshops are scheduled on November 2nd for teachers in need of the required 7.5 hours of training at ICS and also seasoned teachers are encouraged to refresh ESL strategies and techniques to facilitate instruction for ELLs.

E. Parental Involvement

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

As a community-minded and family oriented school, parents of our ELL students are considered an integral part of our education community. Throughout the year parents are encouraged to attend orientation sessions, parent-teacher conferences, class trips, and special events. Totten has launched its own website through the school web portal. Therefore parents have updated information of all school events in their native language. The main goal for parents, teachers, and administrators is to gather the resources and support to improve instruction. It is essential to try to adapt a system-wide approach for reading, writing, and mathematics. A parent support system must be established to encourage parent participation and give them the tools to be active in the education of their child. We try to involve ELL parents of any activities in the neighboring communities through our school notices and our school newspaper, The Totten Times.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	2	0					2
Intermediate(I)							0	1	1					2
Advanced (A)							5	4	2					11
Total	0	0	0	0	0	0	5	7	3	0	0	0	0	15

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							0	1	0				
	I							0	1	0				
	A							2	0	1				
	P							3	3	1				
READING/ WRITING	B							0	2	0				
	I							1	1	1				
	A							4	2	1				
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6			2		1		1		4
7			2				1	1	4
8			1		1				2
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	2	1	2	3	1				9
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	1		6	2					9
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Totten is always monitoring students' progress by administering interim assessment exams in both ELA and Math every marking quarter. The scores of these exams help teachers target students' weaknesses. It is a tool which empowers the teacher with information necessary for the student to excel.

A review of the 2010 NYSESLAT results indicates that 4 English Language Learners exited the program this year. Two are presently in the 7th grade. One is an 8th grader and 1 student graduated in June 2010. The following is data collected from 2010 NYSESLAT.

This data is based on our current ELL students who took the 2010 NYSESLAT exam. The exam indicates the following results in the speaking/listening skills:

- 54% scored proficient
- 23% scored advanced
- 8% scored intermediate
- 8% scored beginner

Results for the reading/writing skills:

- 54% scored advanced
- 23% scored intermediate
- 16% scored beginner

The data from the 2010 NYSESLAT reveals that the majority of our ELLs scored at the advanced level in the four modalities. These students need intense instruction in building their reading and writing skills to allow them to pass the NYSESLAT in the spring. Our advanced students are doing well in their content area classes as well. The intermediate and beginner ELLs need much instruction in reading/writing and listening to enhance skills. Instruction will focus on building strategies to develop reading and writing skills in the ESL curricula.

The following data from the 2010 ELA is reflective of the current 6, 7, & 8th graders' scores:

Level	6	7	8
1		2	
2	3	2	2
3	1		
4			

The following data from the 2010 Math State Exam is reflective of the current 6, 7, & 8th graders' scores:

Level	6	7	8
1		1	
2	2	1	1
3	1		1
4	1	3	

The information obtained from the ELA data reveals ELLs are just at grade proficiency and one student with higher proficiency in their grade. Two special education students scored a Level 1 score. However this data does not include newcomers who were not eligible to take the ELA exam in the spring.

From the above data our ELLs in all grades and ranging from newcomers to long term instruction scored from a Level 2- Level 4 in Math except for one Special Education student. We reviewed current data to adhere and collect required components that are instilled in the framework of the Language Allocation Policy to ensure English Language Learners acquire academic proficiency. This will be accomplished through Balanced Literacy, Read Alouds, Reader's Response to Literature, prepared acuity exams targeted to focus student's weakness, and Test Preps for all the four modalities.

As indicated by the math results ELLs are more proficient in math. Math strategies and advanced instruction must be maintained in order to keep students at the proficiency level. We empower our students to obtain the necessary content skills required for the New York State assessment.

In Spring 2010, 9 ELLs took the 8th grade Science and Social Studies exams. Most of the ELLs, on both exams scored at Level 2 in English or in their native language(Spanish). Therefore we can conclude that the scores were not solely a language issue. The one student scoring at level three has been an ELL for more than 6 years. He tested out of the program in June.

To ensure student continued success on State Exams, periodic assessments, and content area progress, Totten must set goals and effectively implement them and evaluate student progress periodically. Totten's goals for ELLs are:

- To improve NYSESLAT scores by 5%.
 - To provide after school services to assist in preparing for the NYSESLAT.
 - To give periodic acuity exams to identify areas of that need to be addressed
 - To provide professional development to introduce new methodologies to improve language acquisition.
 - To gather translated enrichment materials for students and parents.
 - To improve communication and outreach to non-English speaking parents to support parent/school accountability.
- To offer after school enrichment programs to support ELLs and give them the necessary opportunities to advance.

Additional Information

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

The schools cabinet, data inquiry, and instructional team meet regularly to analyze relevant data of ELL periodic assessments. The data collected is then shared with our staff during staff development and monthly departmental meetings to enhance data driven instruction. The school is learning with our new ELL population and the ELLs are thriving in the environment we have created for them to effectively advance in their academic progress. The Totten staff is confident that our efforts will contribute to future growth. The teachers and the ESL teacher collaborate to offer classroom instruction that will enhance academic success through bridging, schema building and other effective techniques. The native language is used effectively when using modeling and bridging to strength concepts that were previously learned in the native language. The native language is supported through bilingual dictionaries in the classrooms and bilingual libraries to serve the ELLs desire for different reading material.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		

	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		