Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name: Totten Intermediate School

DBN (*i.e. 01M001*): 31R034

Principal: John Boyle

Principal Email:
jboyle3@schools.nyc.gov

Superintendent:
Anthony Lodico

Network Leader:
Matthew Melchiorre, I.A.

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
John Boyle	*Principal or Designee	
Ann Verderber	*UFT Chapter Leader or Designee	
Dominique Migliorato	*PA/PTA President or Designated Co-President	
Judith Wagner	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Gary Tames	Member/ Assistant Principal	
Teresa Amorelli	Member/ Literacy Coach	
Tracy Ramire	Member/ Teacher	
Steve Blaine	Member/ Teacher	
Patricia Stabile-Coladonato	Member/ Teacher	
Marie D'Acunto	Member/ Parent	
Jennifer Reddinger	Member/ Parent	
Nancy DiCristoforo	Member/ Parent	
Michelle Moyle	Member/ Parent	
Christine Scanni	Member/ Parent	
Lucy Schwartz	Member/ Parent	
Maria Bulding	Member/ Parent	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, 5% of the students in grades 6, 7 and 8 who scored a level 3 on the 2014 NYS ELA Exam and scored a Level 2 on the 2013 NYS ELA Exam will show an increase of .3 on their performance index on the 2015 NYS ELA Exam.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
According to the New York City Department of Education Middle School Quality Report, in the category "Student Performance" 47% of our students met state standards on the NYS ELA test; the average score at this school was 3.0 out of 4.5, and 49% met state standards on the NYS math test; the average score at this school was 3.0 out of 4.5. In the category "Student Progress" all students in both ELA and Math we were rated "excellent". However, in the "Closing the Achievement Gap" we were rated "good". This demonstrates the need for our school to improve upon progress in relation to student achievement on the NYS ELA Exam.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The Core Instructional Team in the school has collectively created a lesson plan template that pinpoints the expectations of the Danielson Framework.
2. Departments design coherent instruction by continuing to develop uniform assessments, benchmark assessments, performance tasks, rubrics and units of study, as well as other tools to enable teachers to organize and analyze student performance trends to inform instruction and curriculum.
3. Administration, coach, Model Teachers, and staff organize professional development centered on professional goals chosen by our teachers. The goals focus around questioning, using formative and summative assessments, engagement, providing feedback to students, and demonstrating flexibility and responsiveness to drive instruction.
4. Our literacy coach, Teresa Amorelli and Model Teachers, Jennifer Thomas and Lindsay Hyland, and school designated MSQI coach Alannah Leoninni, initiate cohesive strategies in all content areas.
5. Administrators, coach, Model Teachers and teacher teams identified gaps and trends evident in our 2014 NYS ELA item skills analysis report, Performance Series, MOSL assessments, benchmarks, and performance tasks. Class and student goals reflect the data, and specific strategies continue to address the needs of our students through inquiry cycles.
6. Our Media Specialist, Tracy Ramire, is directly involved in curriculum design and rollout, and serves as a support across all disciplines. Professional development, mentoring, researching relevant materials and Lexile data analysis, are integral responsibilities of our Media Specialist.
7. The science and social studies departments are infusing literacy and close reading strategies in content areas based on the needs reflected in the 2014 NYS ELA Exam.

B. Key personnel and other resources used to implement each strategy/activity

1. Personnel: Instructional Team members. Resources: Sample lesson plan templates; Danielson Framework.
2. Personnel: Teachers, Coach,Supervisors. Resources: Feedback from Quality Review.
3. Personnel: Administration, Coach, Teachers. Resources: Feedback from Danielson Evaluation System.
4. Personnel: Teachers, Coach, Model Teachers. Resources: MSQI coach.
5. Personnel: Administration, Coach, Model Teachers, Teacher Teams. Resources: ELA item skills analysis, baseline, benchmarks, MOSL, performance tasks
6. Personnel: Media Specialist. Resources: Library/Media Center, equipped digital and text resources.
7. Personnel: Administration, Coach, Media Specialist, Model Teachers, Teachers, and MSQI coach. Resources: ELA item skills analysis, benchmarks, baseline, MOSL, performance tasks.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. ` Teacher teams utilize the lesson plan template and provide feedback regarding strengths and weaknesses of its design. The Instructional Team will revisit the document based on feedback and suggestions from classroom teachers and revisions will be made as needed.
2. Teacher teams meet to discuss all components of the curriculum, its effectiveness, and whether students of all abilities are able to meet and/or exceed the

expectations of the CCLS.
3. Administrative informal walkthroughs, intervisitations of colleagues, personal reflection, coach mentoring and student data provide basis for evaluating personal growth.
4. Cohort teams meet weekly to discuss best practices, differentiation strategies, and next steps fueled by the new strategies.
5. Teacher will discuss whether the implemented instructional next steps based on the gaps in understanding from various assessment data analysis helped to improve student comprehension and encourage enrichment for students who excel.
6. Media specialist is in constant communication with staff across the disciplines discussing reading strategies and locating resources to support to the curriculum.
7. Teacher teams and cohorts will discuss whether the implemented instructional next steps based on the gaps in understanding from various assessment data analysis helped to improve student comprehension and encourage enrichment for students who excel.

D. Timeline for implementation and completion including start and end dates

1. September-June, ongoing
2. September-June, ongoing
3. September-June, ongoing
4. September-March, (13 sessions with MSQI coach), ongoing
5. September-June, ongoing
6. September-June, ongoing
7. September-June, ongoing

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Instructional Team and/or PLC/common planning periods-this lesson plan template will serve as a resource for teachers of all subject areas to best meet the needs of all students and Enhancing Professional Practice: A Framework for Teaching 2nd Edition by Charlotte Danielson
2. Professional Learning Communities and common planning periods- professional resources such as ASCD journal database, EdHelper, Junior Scholastic, Science World, Scholastic Scope, Action, Upfront News Magazines, professional texts, grade specific McDougal Literature textbooks, Scholastic Code X and Word Generation have been purchased for school-wide instructional use.
3. PLCs, Inquiry Teams common planning periods, and mentoring sessions provide feedback regarding strategies to strengthen teacher practices and effectiveness
4. Cycles of classroom visits, debrief sessions, and logs- MSQI Teacher Toolkit
5. RTI and Enrichment periods built into 6th, 7th and 8th grade schedules based on strengths and weaknesses evident in NYS ELA 2014 data.
6. Library Media Center; trends in web traffic and book-lending system, professional texts requested by teachers and administration
7. PLCs, common planning periods, and mentoring sessions provide feedback regarding strategies to strengthen teacher practices and effectiveness

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

In order to increase parental involvement we implemented the following:

- Update our school website ECHALK with links for parents/families to CCLS
- Use of School Messenger System and PupilPath to relay pertinent information to all families
- Parent Workshop on the Common Core Learning Standards-"How to Help Your Child"
- Parent Workshop on PupilPath
- Parent representation on the School Leadership Team
- By spring 2015, samples of the common core aligned performance tasks and samples of student work will be made available for parents to view on school website.

Our PTA hosts monthly meetings to keep parents abreast about upcoming school and community events, curriculum updates, and information regarding state testing and regents exams.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

TL FSF will fund assistant principals and coach who will orchestrate this effort.

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, 5% of the students in grades 6, 7 and 8 who scored a level 3 on the 2014 NYS Math Exam and scored a Level 2 on the 2013 NYS Math Exam will show an increase of .3 on their performance index on the 2015 NYS Math Exam.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
According to the New York City Department of Education Middle School Quality Report, in the category "Student Performance" 47% of our students met state standards on the NYS ELA test; the average score at this school was 3.0 out of 4.5, and 49% met state standards on the NYS math test; the average score at this school was 3.0 out of 4.5. In the category "Student Progress" all students in both ELA and Math we were rated "excellent". However, in the "Closing the Achievement Gap" we were rated "good". This demonstrates the need for our school to improve upon progress in relation to student achievement on the NYS Math Exam.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The Core Instructional Team in the school has collectively created a lesson plan template that pinpoints the expectations of the Danielson Framework.
2. Departments design coherent instruction by continuing to develop uniform assessments, performance tasks, rubrics and units of study, as well as other tools to enable teachers to organize and analyze student performance trends to inform instruction and curriculum.
3. Administration, coach, Model Teachers and staff organize professional development centered on professional goals chosen by our teachers. The goals focus around questioning, using formative and summative assessments, engagement, providing feedback to students, and demonstrating flexibility and responsiveness to drive instruction.
4. Our literacy coach, Teresa Amorelli and Model Teachers, Jennifer Thomas and Lindsay Hyland, initiate cohesive strategies in all content areas.
5. Administrators, coach, Model Teachers and teacher teams identified gaps and trends evident in our 2014 NYS Math item skills analysis report, Performance Series, MOSL assessments, and performance tasks. Class and student goals reflect the data, and specific strategies continue to address the needs of our students through inquiry cycles.
6. Our media specialist, Tracy Ramire, is directly involved in curriculum design and rollout, and serves as a support across all disciplines. Professional development, mentoring, researching relevant materials and Lexile data analysis, are integral responsibilities of our Media Specialist.

B. Key personnel and other resources used to implement each strategy/activity

1. Personnel: Instructional Team members. Resources: Sample lesson plan templates; Danielson Framework.
2. Personnel: Teachers, Supervisors. Resources: Feedback from Quality Review.
3. Personnel: Administration, Coach, Teachers. Resources: Feedback from Danielson Evaluation System.
4. Personnel: Teachers, Coach, Model Teachers. Resources: MSQI coach.
5. Personnel: Administration, Coach, Model Teachers and Teacher Teams. Resources: Math item skills analysis, Baseline, performance tasks
6. Personnel: Media Specialist. Resources: Library/Media Center, equipped digital and text resources.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher teams utilize the lesson plan template and provide feedback regarding strengths and weaknesses of its design. The math department reconfigured the template to meet the needs and demands of the CMP3 program and Engage NY. The Instructional Team will revisit the document based on feedback and suggestions from classroom teachers and revisions will be made as needed.
2. Teacher teams meet to discuss all components of the curriculum, its effectiveness, and whether students of all abilities are able to meet and/or exceed the expectations of the CCLS.
3. Administrative informal walkthroughs, intervisitations of colleagues, personal reflection, coach mentoring and student data provide basis for evaluating personal growth.
4. Cohort teams meet weekly to discuss best practices, differentiation strategies, and next steps fueled by the new strategies.

5. Teacher will discuss whether the implemented instructional next steps based on the gaps in understanding from various assessment data analysis helped to improve student comprehension and encourage enrichment for students who excel.
6. Media specialist is in constant communication with staff across the disciplines discussing reading strategies and locating resources to support to the curriculum.

D. Timeline for implementation and completion including start and end dates

1. September-June, ongoing
2. September-June, ongoing
3. September-June, ongoing
4. September-June, ongoing
5. September-June, ongoing
6. September-June, ongoing

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Instructional Team and/or PLC/common planning periods-this lesson plan template will serve as a resource for teachers of all subject areas to best meet the needs of all students and Enhancing Professional Practice: A Framework for Teaching 2nd Edition by Charlotte Danielson
2. PLCs and common planning periods- professional resources such as ASCD journal database, EdHelper, Junior Scholastic, Science World, Scholastic Scope, Action, Upfront News Magazines, professional texts, grade specific McDougal Literature textbooks, CMP3 have been purchased for school-wide instructional use.
3. PLCs, common planning periods, and mentoring sessions provide feedback regarding strategies to strengthen teacher practices and effectiveness
4. Cycles of classroom visits, debrief sessions, and logs
5. RTI and Enrichment periods built into 6th, 7th and 8th grade schedules based on strengths and weaknesses evident in NYS Math 2014 data.
6. Library Media Center; trends in web traffic and book-lending system, professional texts requested by teachers and administration

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

In order to increase parental involvement we implemented the following:

- Update our school website ECHALK with links for parents/families to CCLS
- Use of School Messenger System and PupilPath to relay pertinent information to all families
- Parent Workshop on the Common Core Learning Standards-"How to Help Your Child"
- Parent Workshop on PupilPath
- Parent representation on the School Leadership Team
- By spring 2015, samples of the common core aligned performance tasks and samples of student work will be made available for parents to view on school website.
- Our PTA hosts monthly meetings to keep parents abreast about upcoming school and community events, curriculum updates, and information regarding state testing and regents exams.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

TL FSF will fund assistant principals and coach who will orchestrate this effort.

Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, administration and teachers will collaborate to strengthen pedagogy by implementing, and engaging in continuous feedback and reflection around eight components of the Charlotte *Danielson Framework for Teaching*, The information obtained will be used to improve teacher effectiveness as measured by a 5% gain in students performing at Level 2 or 3.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
According to the New York City Department of Education Middle School Quality Report, in the category "Student Performance" 47% of our students met state standards on the NYS ELA test; the average score at this school was 3.0 out of 4.5, and 49% met state standards on the NYS math test; the average score at this school was 3.0 out of 4.5. In the category "Student Progress" all students in both ELA and Math we were rated "excellent". However, in the "Closing the Achievement Gap" we were rated "good". This demonstrates the need for our school to improve upon progress in relation to student achievement on the NYS ELA and Math Exam.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The Core Instructional Team in the school has collectively created a lesson plan template that pinpoints the expectations of the Danielson Framework.
2. Departments design coherent instruction by continuing to develop uniform assessments, benchmarks, performance tasks, rubrics and units of study, as well as other tools to enable teachers to organize and analyze student performance trends to inform instruction and curriculum.
3. Administration, coach, Model Teachers and staff organize professional development centered on professional goals chosen by our teachers. The goals focus around questioning, using formative and summative assessments, engagement, providing feedback to students, and demonstrating flexibility and responsiveness to drive instruction.
4. Our literacy coach, Teresa Amorelli and Model Teachers, Jennifer Thomas and Lindsay Hyland, and school designated MSQI coach Alannah Leoninni, initiate cohesive strategies in all content areas.
5. Administrators, coach, Model Teachers and teacher teams identified gaps and trends evident in our 2014 NYS Math and 2014 NYS ELA item skills analysis report, Performance Series, MOSL assessments, benchmarks and performance tasks. Class and student goals reflect the data, and specific strategies continue to address the needs of our students through inquiry cycles.
6. Our Media Specialist, Tracy Ramire, is directly involved in curriculum design and rollout, and serves as a support across all disciplines. Professional development, mentoring, researching relevant materials and Lexile data analysis, are integral responsibilities of our Media Specialist.

B. Key personnel and other resources used to implement each strategy/activity

1. Personnel: Instructional Team members. Resources: Sample lesson plan templates; Danielson Framework.
2. Personnel: Teachers, Supervisors. Resources: Feedback from Quality Review.
3. Personnel: Administration, Coach, Model Teachers, Teachers. Resources: Feedback from Danielson Evaluation System.
4. Personnel: Model Teachers, Coach. Resources: MSQI coach.
5. Personnel: Administration, Coach, Model Teachers, Teacher Teams. Resources: Math item skills analysis, ELA item skills analysis, Baseline, benchmarks performance tasks
6. Personnel: Media Specialist. Resources: Library/Media Center, equipped digital and text resources.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher teams utilize the lesson plan template and provide feedback regarding strengths and weaknesses of its design. The Instructional Team will revisit the document based on feedback and suggestions from classroom teachers and revisions will be made as needed.
2. Teacher teams meet to discuss all components of the curriculum, its effectiveness, and whether students of all abilities are able to meet and/or exceed the expectations of the CCLS.

3. Administrative informal walkthroughs, intervisitations of colleagues, personal reflection, coach mentoring and student data provide basis for evaluating personal growth.
4. Cohort teams meet weekly to discuss best practices, differentiation strategies, and next steps fueled by the new strategies.
5. Teacher will discuss whether the implemented instructional next steps based on the gaps in understanding from various assessment data analysis helped to improve student comprehension and encourage enrichment for students who excel.
6. Media specialist is in constant communication with staff across the disciplines discussing reading strategies and locating resources to support to the curriculum.

D. Timeline for implementation and completion including start and end dates

1. September-June, ongoing
2. September-June, ongoing
3. September-June, ongoing
4. September-March, (13 sessions with MSQI coach), ongoing
5. September-June, ongoing
6. September-June, ongoing

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Instructional Team and/or PLC/common planning periods-this lesson plan template will serve as a resource for teachers of all subject areas to best meet the needs of all students and Enhancing Professional Practice: A Framework for Teaching 2nd Edition by Charlotte Danielson
2. PLCs and common planning periods- professional resources such as ASCD journal database, EdHelper, Junior Scholastic, Science World, Scholastic Scope, Action, Upfront News Magazines, professional texts, grade specific McDougal Literature textbooks, Scholastic Code X and Word Generation have been purchased for school-wide instructional use.
3. PLCs, common planning periods, and mentoring sessions provide feedback regarding strategies to strengthen teacher practices and effectiveness
4. Cycles of classroom visits, debrief sessions, and logs.
5. RTI and Enrichment periods built into 6th, 7th and 8th grade schedules based on strengths and weaknesses evident in NYS Math 2014 data.
6. Library Media Center; trends in web traffic and book-lending system, professional texts requested by teachers and administration.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

In order to increase parental involvement we implemented the following:

- Use of School Messenger System and PupilPath to relay pertinent information to all families
- Parent Workshop on the Common Core Learning Standards-"How to Help Your Child."
- Parent Workshop on PupilPath
- Parent representation on the School Leadership Team
- By spring 2015, samples of the common core aligned performance tasks and samples of student work will be made available for parents to view on school website.
- Our PTA hosts monthly meetings to keep parents abreast about upcoming school and community events, curriculum updates, and information regarding state testing and regents exams.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

TL FSF will fund assistant principals and coach who will orchestrate this effort.

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	**The Academic Intervention Service Teachers identify students based on the data found on ELAP, SchoolNET, PupilPath Edperformance and NYS ELA Exam, benchmark and baseline assessments. This service is offered to students in grades 6, 7 and 8. The AIS teacher develops lessons to support English Language Arts units of study which target students' needs and strengthen student performance using the Ladders to Success Program and Holt McDougal. SETTS teachers use programs such as Word Generation, MSQI Toolkit, *Time for Kids Non-fiction Reading and Writing*, *Time for Kids Exploring Non-fiction A Differentiated Content Area Reading Program*, as supplements to support the individual needs of students. This year the MSQI designated a coach to support struggling readers and model reciprocal reading and Socratic seminars. Additionally, test prep materials are utilized to target basic foundation skills and test prep strategies.**	**The AIS teacher works in small groups of 5:1 or individualized 1:1 approach.** **Also, paraprofessionals work alongside AIS teachers and classroom teachers during small group instruction to support targeted students. AIS is provided during the school day.** **The AIS teachers "push in" to Integrated Co-Teaching (ICT) classrooms. The identified students work on reading and writing skills. The AIS teacher focuses on deficit areas and provides strategies, tools/resources, and review sheets to help improve student performance.**	**Response To Intervention (RTI)** **Small Group Instruction**
Mathematics	**The Academic Intervention Service Teachers identify students based on the data found**	**The AIS teacher works in small groups of 5:1 or individualized 1:1**	**RTI** **Small Group Instruction**

	on ELAP, PupilPath, Edperformance, Benchmark assessments, Baseline Assessment and NYS Mathematics Exam. This service is offered to students in grades 6, 7 and 8. The AIS teachers "push in" to Integrated Co-Teaching (ICT) classrooms. The identified students work on improving basic math foundation and strengthening problem solving skills. These mathematics enrichment programs are used as supplements to support student learning.	approach. Also, paraprofessionals work alongside AIS teachers and classroom teachers during small group instruction to support targeted students. AIS is provided during the school day. The AIS teachers "push in" to Integrated Co-Teaching (ICT) classrooms. The identified students work on mathematics skills. The AIS teacher focuses on deficit areas and provides strategies, tools/resources, and review sheets to help improve student performance.	
Science	The Student Implementation Team (SIT) at I.S. 34, work collaboratively to identify students who meet the criteria for intervention services. The identified students are grouped according to their individual needs and receive Academic Intervention Services.	The AIS teachers work with small groups and/or 1:1 basis where they differentiate instruction and provide use of manipulatives and/or graphic organizers to support student progress. In addition, AIS teachers, classroom teachers and paraprofessionals work alongside students to assist in the completion of mandated performance tasks and uniform writing assignments during the school year. We had great success with the Urban Advantage Science Program. This program allows our students to experience the vast cultural resources available to them as New Yorkers. As a part of our students experience they enjoy	RTI Small Group Instruction

		visits to Staten Island Zoo, Museum of Natural History, Liberty Science Center and various other facilities in the Tri-State area as well as hosting our 1st annual Science Night.	
Social Studies	**The Student Implementation Team (SIT) at I.S. 34, work collaboratively to identify students who meet the criteria for intervention services. The identified students are grouped according to their individual needs and receive Academic Intervention Services.**	**The AIS teachers work with small groups and/or on a 1:1 basis where they differentiate instruction and provide manipulatives (rulers, maps/globes, flash cards) and/or graphic organizers to support student progress. In addition, AIS teachers, classroom teachers and paraprofessionals work alongside students to assist in the completion of mandated performance tasks and uniform writing pieces during the school year**	**RTI** **Small Group Instruction**
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	***Guidance Counselor*:** **At risk services are provided during the school day for middle school students who struggle academically, interpersonally, and/or personally. Students are identified formally by the Pupil Personnel Team (which meets monthly) or informally through parent/guardian, staff members or by the student themselves.**	***Guidance Counselor*:** **The guidance team meets weekly to discuss at risk students and to proactively address small issues before they become larger ones. In an effort to provide at risk counseling to our students who are up most at risk, our guidance counselors and SAPIS each supervise the Save room one period a day. During that time, they are available to provide those**	**Individual Meetings** **Small Group Instruction**

	School Psychologist: **The primary role of the school psychologist is to evaluate students who are referred to the School Assessment Team. In addition, the school psychologist is a part of the Pupil Personnel Team where they advise appropriate at risk efforts for identified "at risk" students. The PPT consults with parents and provides techniques for assisting their children with academic issues or refer them to tutorial programs, treatment and evaluation facilities beyond what is available inside the Department of Education. Also, at risk students are referred to school social worker and guidance counselors for additional support. Academic intervention services are available during the day and if in an emergency or crisis situation arises they are available to assist our students.** ***Social Worker:*** **Students are referred to the social worker by teachers, other students or students' themselves. The social worker frequently consults and advises teachers on how to address the targeted students' needs and/or behaviors. In some cases, the social worker makes referrals for treatment**	**targeted students with interventions and strategies to help them succeed. This guidance based approach to discipline has greatly reduced the number of students who repeatedly placed on Principal Suspension. The guidance counselors provide support groups in the areas of self-esteem enhancement, peer pressure resistance, interpersonal relations, conflict resolution methodology, decision-making skills and career development issues. The support groups for at risk students are held during lunch periods for all three grade levels. Confidentiality is of upmost importance however teachers and administrators are consulted when it is in the best interest of the student. The guidance counselor pushes into classrooms and facilitates lessons pertaining to but not limited to conflict resolution, decision making, self-esteem enhancement and peer pressure resistance. Evaluations are ongoing; interventions are changed and or terminated when specified. Our SAPIS counselor provides individual and small group instruction to at risk students in an effort to improve their overall performance. We also found a correlation between**	

	outside of the school system and provides additional support for parents. In addition, the social worker serves on the Student Implementation Team provides feedback and strategies to support students at risk.	**students at risk and in need of counseling and students that are in need of AIS. Our SAPIS counselor is able to expertly provide both services to these targeted students. In some situations parents/guardians are encouraged to seek outside services for their children. Furthermore, our guidance counselors serve as core members of our School Safety Committee which analyze data and trends regarding incidents of school safety inside our school. The data gathered is used to proactively intervene and staff areas of concern throughout our school in an effort to reduce disciplinary infractions.** ***School Psychologist:*** **The SIT consults with parents and provides techniques for assisting their children with academic issues or refer them to tutorial programs, treatment and evaluation facilities beyond what is available inside the Department of Education. Also, at risk students are referred to school social worker and guidance counselors for additional support. Academic intervention services are available during the day and if in an emergency or crisis situation arises they are available**	

		to assist our students. ***Social Worker:*** **The school social worker counsels at risk students on a weekly basis either in a 1:1 setting or small group. Students are referred to the social worker by teachers, other students or students' themselves.**	

Title I Information Page (TIP)

For Schools Receiving Title I Funding

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) *(Required for Title I Schools ONLY)*

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 31	Borough Staten Island	School Number 034
School Name Totten Intermediate School		

B. Language Allocation Policy Team Composition ⓘ

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

Principal John Boyle	Assistant Principal Amy Janicke
Coach Teresa Amorelli(Literacy)	Coach Ashley Bulko(Math)
ESL Teacher Rosanna Verga	Guidance Counselor Helen Fuscaldo
Teacher/Subject Area type here	Parent Cathy Casella(PTA Pres.)
Teacher/Subject Area type here	Parent Coordinator Diane Cunsolo
Related Service Provider Denise Froehlich	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1153	Total number of ELLs	9	ELLs as share of total student population (%)	0.78%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☐ 1☐ 2☐ 3☐ 4☐ 5☐ 6☒ 7☒ 8☒ 9☐ 10☐ 11☐ 12☐

This school offers (check all that apply):

Transitional bilingual education program	Yes☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	**Newcomers (ELLs receiving service 0-3 years)**	5	**ELL Students with Disabilities**	2
SIFE	0	**ELLs receiving service 4-6 years**	2	**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 SWD.

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0			0			0			0
Dual Language	0			0			0			0
ESL	5	-0	1	2	0	0	2	0	1	9

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	5	0	1	2	0	0	2	0	1	9
Number of ELLs who have an alternate placement paraprofessional: ____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	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
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

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

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	2			3
7	1				1
8	1				1
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3				1				4
7			1						1
8			2						2
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

   The early literacy assessment tools available are the NYSESLAT/LAB-R. When the student is admitted, the student is interviewed by the ESL teacher. This is where initial placement happens, and the student is tested within 2-10 school days. The ESL teacher monitors them in class and examines the results of the students' lexile scores which are administered within the first few weeks of school. This

data allows the teacher to determine if a student needs literacy intervention. The insights provided by the lexile data indicates that ELLs have difficulty with meaningful vocabulary and identifying point of view and author's purpose. The instructional strategies are implemented to target the specific weaknesses of the students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
After receiving the proficiency levels and grades, we see that our ELLs are performing at advanced levels on the NYSESLAT. Our newcomer is performing at the Beginner level on the LAB-R. These students may need two years of intensive English instruction before they advance. Most ELLs on the Intermediate/Advance level have the ability to test out within two years. Our ELLs score proficient in both speaking and listening skills but struggle with reading and writing skills on the NYSESLAT. The periodic lexile scores and writing assessments reveal the same data as the NYSESLAT. To deal with these defiencies, instruction is focused primarily on reading, writing and basic literary skills aligned with the Common Core Standards. The Math , Social Studies and Science teachers implement instructional strategies that align with the English instruction to improve both reading and writing scores.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
The spring 2013 NYSESLAT results are not available on the RNMR at this time.
4. For each program, answer the following:
    a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a.The Math and Science exams are only the tests ELLs are given in their native language. ELLs generally score higher on math and the scores vary in Science depending on their prior knowledge.

b.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.

c.The school is learning with periodic assessments; lexiles and core curriculum based writing asseessments that our school must provide well-developed learning strategies in order to allow ELLS to strengthen both their reading and writing skills and to prepare them to become critical thinkers. The native language is used effectively when using modeling and bridging to strengthen concepts that were previously learned in their native language.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL teacher informs the staff of all ELL data. They are informed about each student in order to guide the student's progress. More specifically, both lexiles and baseline assessments are used to identify the strengths and weaknesses of our ELL population. This inquiry process helps us identify gaps and trends of the targeted population. Then the teachers develop specific strategies that are implemented within the units of study in all content areas. Additionally, teachers have been provided with professional development about reasearch based ELL strategies.
7. For dual language programs, answer the following:
    a. How are the English-proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate success through the NYSESLAT. We monitor their progress through periodic lexile assessments, grade-wide writing assessments, and frequent conversations with their teachers. Furthermore, we monitor the ELA State exam and in addition to instructional changes, we recommend students to attend after school ELA preparation classes.
The data that is collected from the performance tasks, AYP and baseline and benchmark assessments which allows for the development of instructional strategies throughout the content areas . In addition teachers have been provided with conferencing strategies in order to assess students formatively on a daily basis.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)

   Most of our ESL population of 9 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 and Assistant Principal 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 the ESL teacher or the Assistant Principal to determine if the (HLIS) is necessary. This process is formalized by the completion of the Home Language Identification Survey (HLIS). The ESL teacher or Assistant Principal review the answers given and an OTELE code is used if necessary. The ESL coordinator conducts an informal student interview in the native language with 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.

   The administration of the Spanish LAB is given to ELLs in order to evaluate the student's strengths and weaknesses in their native langauge. It is an important tool in order to align language acquisition with the ability of the child in his first language. The HLIS is administered to all newly admitted students, and a translator is acquired if necessary in the native langauge. The languages spoken by the ESL teacher and other pedagogues are Spanish, Italian, and Arabic.

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.

   The Parent Coordinator notifies the parents and invites them to the school orientation for ELLs within the 10 days of enrollment. After viewing the video on program selection in their native language, the parents fill-out the forms. All programs are devised to provide ELLs with the appropriate instruction for their individual language proficiency. Due to our small ELL population we offer a push-in/pull-out program. During this process the student is interviewed by the ESL teacher and the LAB-R is administered. Parents are informed by mail and the Parent Coordinator will call the parents for special events or for academic intervention services.

   THE ESL teacher informs the parents of the 3 programs offered to ELLs; the Transitional Bilingual, Dual Language, and Freestanding ESL. All the information about the programs is explained to the parents and a translator is acquired in their native language if necessary. Therefore, the parents are fully aware that due to our small ELL population, IS 34 can only offer a pull-in/push out ESL program. It is explained to them that their child could attend a school that offers all 3 programs. They are given the names and locations of the schools and make their decision based on the needs of their child. .

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

   All entitlement letters are mailed with contact information so that parents may call for clarification. A copy of letters are kept in the main office. The ESL teacher is responsible for informing parents on their child's entitlement and for the Parent Survey and Program Selection forms. This happens in the beginning of the year for those students who took the NYSESLAT. LAB-R testing for new admits happens all year round; therefore parents are informed via mail regarding the LAB-R results and entitlement. All parental forms are completed the same day since many parents work. All entitlement letters are maintained in one office. All ELL forms have copies on file in the ESL classroom.

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.

Please read #1. An entitled ELL will continue receiving services. The ESL teacher examines the student's profile and checks on ATS under the exam history. THe ESL teacher examines the student's test history with an interview. This determines the student's ESL level. In the student's cumulative folder, we check for the HLIS and program placement letters to determine which program was chosen by the parent. As per our small number of ELLs, our school offers a push-in and pull-out program.

Continued entitlement letters are mailed out in the beginning of the year advising the parents, if necessary in their native language, that their child is entitled to ESL services throughout the year. They are maintained in the main office together with all the entitlement letters of the ELL students. Parent choice is honored by explaining all the programs available to ensure that their child will be academically successful. They are given all the information of the neighboring schools which offer all the programs.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Once all students are identified in ATS (RLER), then we begin the administration of the exam. ELLs take the speaking part individually in the ESL classroom with the ESL teacher while the literacy coach records the speaking competency of the student on the test form. Usually the listening will take 20-45 minutes(1 period) depending on the student. The reading, listening and writing is administered by grade and can take up to 90 minutes(2 periods). After the official administration, there is a make-up period for the students that were absent.

The pedagogues administering the test are Rosanna Verga and Teresa Amorelli.

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

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 student eligibliity is determined for ESL instruction, parents are asked to attend the informative parent orientation explaining various programs. At this time the ESL teacher or Assistant Principal informs parents of the available programs for their children. 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/push-in 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.

The trend in parent choice is for the Freestanding ESL program, due to the fact that we have such a small population of ELL students and do not have the availibility to offer any of the other programs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

a.The organizational model is a push-in/pull-out program. ELLs are placed according to NYSESLAT and LAB-R scores. All ELLS are serviced as per LAP mandates.

b.In grades 6 through 8, the students are placed in upgraded, heterogeneous groups in the pull-out model. This type of grouping is very effective because our groups do not exceed 9 students per session. Therefore the teacher often has the time to focus on each student individually. In the push-in model, the teacher services our newcomer during his content area classes which is very beneficial for the student because the student is guided on one to one basis throughout the lesson.

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)?

a.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 at the beginning or intermediate levels receive 360 minutes of ESL instruction. The entitled minutes are determined by scores from the LAB-R or the NYSESLAT exams. Students scoring at 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 organizers, and KWL charts, familiar to students, aids ELLs in clarifying difficult concepts. Scaffolding strategies are an essential element in ESL instruction as well as in the content area classes.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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 English language acquisition 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 teacher 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 an effective strategy and it is beneficial in all classes. Close reading strategies such as chunking and recognizing of signposts are exceptional tools which improve reading comprehension. 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 students interpret pre-existing concepts of meaning. The language development must be scaffold; therefore, tapping into their prior knowledge and making connections to their daily lives with meaningful activities that they can utilize in the outside world.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
   Currently Totten has a newcomer and he was evaluated with the Spanish LAB-R in order to see his literacy level in his first language. The ESL teacher uses this data to differentiate instruction. The ESL and the content area teachers discuss ways to introduce content knowledge in their daily instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
   The ESL teacher's daily instruction has the four modalities embedded in the lessons. The lessons are aligned with the Core Curriculum standards which focus on rigorous reading and writing skills but also requires the student to initiate in developing their own discussion building questions and participating in accountable talk.
6. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for long-term ELLs (completed 6+ years).
   e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

A.We identify Ells that have had an interrupted formal education. 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. 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.

B.English language acquisition is critical for newcomers. 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. 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.

C.ELLs receiving 4 to 6 years of service have difficulty in reading and writing skills. Therefore, our efforts have been to strengthen their comprehension and expose them to more rigorous tasks. During ESL, the students are exposed to strategies which are introduced in their ELA classes but throughout all their content area classes. The ESL teacher is aligned and enforces such strategies such as inferencing, proir knowledge, citing evidence, the use of signposts in order to strenthen comprehension and to promote better writing skills by using these techniques.

D.Long-Term ELLs who are six or years in an ESL /Bilingual program demonstrate that they are taking more than the prescribed amount of time to gain proficiency in English. These students continue with services until they test out with the NYSESLAT. NYSESLAT scores as well as their periodical lexile scores indicate they have difficulty with reading comprehension. Along with texts we have intergrated ELL instructional strategies that will help with their comprehension of English, some strategies are vocabulary development, universal themes, modeling, graphic organizers and visuals.

E.The English Proficient students still receive support from the school. Their test accomodations still remain intact for two years. The guidance couselor monitors their progress.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
   Some of the strategies incorporated so far are: visualizing, inferencing, making connections to texts, and determing importance. We are strenghtening reading strategies for classroom instruction which are predicting, sequencing, modelling, summarizing and questioning. Moreover, we have included also writing strategies which are: graphic organizers, information grid, modeling the text, and citing evidence to support responses to text. All of these strategies accelerate English language development. The strategies incorporated in the content areas were already mentioned. They are: vocabulary and language development, guided interaction, explicit instruction, universal themes, modeling, graphic organizers and visuals.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
   Currently we have 2 Special Education students in the ESL program. Both students are in a CTT program. Usually all our ELL students come to our school with IEPs. We carefully review the placement of our ELLs into Special Education to ensure academic needs .We rely on teacher assessment of each student's needs, which gives us strong insight regarding their strengths that are reinforced to help them improve their weaknesses. The SWD's acclimate very well in the pull out ESL setting.The Sesis system also

allows us to view current changes on students' IEPs which proves to be very effective in determining instruction.
The school adheres to all the services mandated by the student's IEP by carefully reviewing all needs and objectives of the student and implementing instructional strategies to reach their intended goals for the year.
The SWDs that also receive ESL mandated services which is determined by NYSESLAT scores and they are pulled-out of their non academic classes to fulfill the required amount of ESL mandated minutes.

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

   The targeted intervention programs for ESL Freestanding are our Extended Day Program which focuses on improving Reading/Writing and Math skills. Small group instruction is provided by teachers in the other content area classes for ELLs. The instruction is provided only in English. In the spring ELLs are encouraged to attend the ELA and Math preparation classes to improve their scores on the state tests.

   Word Generation is an intervention program that IS 34 will launch in the upcoming weeks. This program is designed to focus on language acquisition through the content areas. It provides the opportunity to practice strategies for teaching vocabulary through English, Social Studies, Science and Math.

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

    Our current program satisfies the needs and demands of our ELL population. All students receive instruction in English and language acquistion is the primary focus.

    Training is needed to implement the Word Generation program in the upcoming weeks. Pre and Post assessments are part of the program, data will be analyzed in turn to drive instruction. Data available to us now includes the 2013 growth percentile data from the ELA and Math exams. The data indicates 80% of our ELL students performed above our mean growth percentile ranking of 59% in ELA. 60% of our ELL students performed above our mean growth ranking of 55% in Math.

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

    This year our school is hoping to begin the Word Generation program which would be an essential and vital tool to our ELLs who struggle with vocabulary.

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

    Currently, there are no plans to discontinue any programs/services..

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

    Totten offers many after school programs that are both helpful and pleasurable to all our students. Some of the programs offered this year are related to art and sports. Many of these programs can be taught by modeling the activity, therefore creating equal opportunities for ELLs. In January an enriched program will be offered in both Math and Language Arts to prepare students for state exams. All the programs offered are self sustaining.

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

    Instructional materials used to support the learning of ELLs in content areas and language development are with: meaningful and real world literary and academic texts, technology used for gathering research information and to develop writing skills, print-rich and visual aides with overheads and charts (T-charts, diagrams, graphic organizers, collaborative activities that involve group projects). The instruction must be modeled with real world materials. The ESL teacher focuses on building reading comprehension skills by utilizing academic vocabulary and complex text during the ESL classes. In addition, the majority of our classrooms have SmartBoards.

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

    The native langauge support is delivered by the teacher's usage of visual and print rich materials in their native language. The teacher focuses on modeling literacy skills in the student's native language with thematic readings in an academic content.

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

    All ESL classes have mixed grades with mixed ages. Our ELLs are all leveled according to their reading and writing scores on the NYSESLAT and LAB-R. Therefore, the ESL teacher differentiates by examining data and adapting instruction to their needs. The teacher can group students according to weaknesses and strengths and form work stations where parts of the lesson can focus on their needs

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

    Students attend orientation in the beginning of the year, where an introduction of all the programs and services is discussed. We also have Big Guys' Night for the incoming 6th graders to introduce our Art and Technology Departments.

18. What language electives are offered to ELLs?

    Currently our school is offering Italian.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1 & 2 On March 7, 2014, SBO passed for a full day of PD for staff which will include an ESL workshop. The following topics will be adressed:

This professional development plan is for all Content Area teachers :

Reading and Writing content towards ELA Exam:

- Close Reading Strategies
- Building Academic Vocabulary
- Infusing CCLS in lesson planning with comprehension standards
- Integrating word finds and visuals in daily lessons

Scaffolding Language:

- Engaging students in meaningful work
- Learning in group settings
- Making meaning explicit with academic language
- Differentiated Assessments

Integrating Language and Subject learning:

- Planning curriculum mapping with thematic units
- Developing essential Questions

The teaching staff has ongoing PLC meetings every Monday and Common Planning Time throughout the week, where strategies and instructional methods are discussed and evaluated to suit the needs of our students.

3.The support of the staff has is informative and instructional. All teachers receive the latest scores on ATS. The staff has the latest texts on ELL strategies and during their Common Planning Time, they discuss effective instructional strategies to benefit ELLs.

Upon entering middle school, students take part in our "Buddy" Program, where they are paired up with a student who is more proficient in English yet shares their native language in an effort to assist in their transition from elementary school. In an effort to assist ELLs in their transition to High School, students are referred to the peer leadership programs that assist with our SAPIS guidance counselor which helps with their socialization skills. Our guidance counselor support the staff with different strategies to support in class socialization and also different ways to encourage parental involvement. They are also programmed into ESL classes in High School and given the opportunity to chose the best program available.

4.On school-wide PD days the school does focus part of the day on ELL training. Staff is also encouraged to attend outside PD sessions for ELLs.

Attendance is taken at every PD session and administrators maintain a binder of participants for all PD sessions.

D. Parental Involvement

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

1.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. Our parent coordinator, school guidance counselors, and along with our PTA are an essential link to the community in organizing fund raisers. During these campaigns the school tries to involve students and parents for a worthy cause to benefit the community. In the past years we have launched successful events such as the Thangsgiving Food Drive, Warm Coat Drive, and the Toy Drive for the holidays. These events unite the school and the community to keep an harmonious environment. The website, www.IS34.org allows parents the accessibility to view all that goes on within the school and the community in their native language.
Upon request translation services are available through the DOE's Translation and Interpretation Unit which the Parent Coordinator can contact and coordinate meetings for parent conferences and for any other needs or concerns of the parents. Our school is initiating a new e-mail system, by grade to inform parents of important events involving their child, which can be translated in the native language.
2.Our parent coordinator peridically posts on the school bullentin and sends notices home for English classes offered through the YMCA. The school also informs ELL parents on informative classes regarding immigration and citizen status and health care issues. All the translation services explained in Question 1 are offered to the parents.
3.The parents have language and academic needs. During the school year, information is mailed and given to students in their native language if requested by parents. Lunch forms, immunization forms, school surveys, City Wide Standards booklet, and Respect for all pamphlets are available in the native language. The parent coordinator reviews any requests for translation documents and arranges them through a staff member, DOE Unit or a private translator.

4. All information and activities are distributed in parents' native language. The information is on testing, after school programs, progress reports, and parent surveys. Parent coordinator works with the staff to reach out to the parents regarding special events. The school has phone blasts advising parents of testing, school events, and grade activities.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Totten		**School DBN:** 31R034	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
John Boyle	Principal		
Amy Janicke	Assistant Principal		
Diane Cunsolo	Parent Coordinator		
Rosanna Verga	ESL Teacher		
Cathy Casella	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Teresa Amorelli	Coach		
Ashley Bulko	Coach		

Helen Fuscaldo	Guidance Counselor		
	Network Leader		
Denise Froehlich	Other Related Service		
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R034 **School Name: Totten**

Cluster: 6 **Network: 604**

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.

Each parent is given a language survey when their child registers for school. This survey includes the opportunity for parents/guardians to indicate the language in which they prefer information be given. Written notices are sent home in the indicated languages, appropriate translators are made available for meetings when requested. A school wide notice is sent home the first school week informing all parents of the availability of translators if needed. I.S. 34.org website allows parents the accessibility to view important notices and events in their native language.School messenger automatically translates messages into the home language.
Pupil Accountant refers to Parent/Adult Information screen which indicates spoken or written language of parents. Therefore any documents are sent out in the appropriate languages; Spanish, Korean, Chinese, Arabic or Hindi, if the parent indicates the native language spoken. The emergency cards indicate the language spoken, therefore this is addressed if the case should arise.
We have 9 ELL families: 5 of them require translation in Spanish, 3 in Arabic and 1 in Hindi.

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.

The most common languages for which translators are required are Spanish and Arabic. Findings are reported to the community through the School Leadership Team and the PTA.

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.

Written translation services for documents such as letters, notices, flyers, permission slips, consent forms etc. that need to be disseminated to an ELL parent or any parent who has requested translated material in the beginning of the school year are provided in their native language. Translations are done by the ESL teacher and staff members or the services of the NYC Translation Department.
Pupil accounting is responsible for sending out translated copies of notofications within the same window of time that all students receive notifications. All documents outlined in Chancellor's Regulations A-663 are either mailed home or physically sent home with the students.

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.

Any necessary oral translation services are provided by school staff or volunteers. If necessary outside translators are contacted for the needs of the parents.

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.

Parents are made aware that traslation and interpretation services are available when they register their children, via written notification in their home languages as well as posted notification in many different languages on the I.S. 34 website