

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: **I.S. 034 TOTTEVILLE**

Principal: **JOHN BOYLE**

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Totten Intermediate School School Number (DBN): 31R034
Grades Served: 6-8
School Address: 528 Academy Avenue
Phone Number: 718-477-4500 Fax: 718-227-4074
School Contact Person: Ashley Bulko Email Address: abulko@schools.nyc.gov
Principal: John Boyle
UFT Chapter Leader: Ann Verderber
Parents' Association President: Dominique Migliorato
SLT Chairperson: Gary Tames
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace
Superintendent's Email Address: alodico@schools.nyc.gov
Phone Number: 718-420-5657 Fax: 718-420-5677

Borough Field Support Center (BFSC)

BFSC: Staten Island Director: Kevin Moran
Director's Office Address: 715 Ocean Terrace
Director's Email Address: kmoran2@schools.nyc.gov
Phone Number: 917-755-7339 Fax: 212-374-5585

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|----------------------|---|-------------------------|
| 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 (staff), if applicable | |
| | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Teresa Amorelli | Member/Literacy Coach | |
| Tracy Ramire | Member/ Media Specialist | |
| Steven Blaine | Member/ Teacher | |
| Carol DiGregorio | Member/ Teacher | |
| Patricia Coladonato | Member/ Teacher | |
| Marie D’Acunto | Member/ Parent | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|--------------------|--|-------------------------|
| Jennifer Reddinger | Member/ Parent | |
| Nancy DiCristoforo | Member/ Parent | |
| Michelle Moyle | Member/ Parent | |
| Christine Scanni | Member/ Parent | |
| Lucy Schwartz | Member/ Parent | |
| Maria Bulding | Member/ Parent | |

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

| The Six Elements of the Framework for Great Schools |
|---|
| Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

1. Totten Intermediate School is a large, thriving Middle School located in the Tottenville section of Staten Island. Our school services over 1150 students. Totten has a large special needs population with over 23% of students having an IEP. We are very much a neighborhood school with strong roots in our community. Many of our parents were once students at Totten.

Over the past two and a half years we have experienced a renaissance in our approach to educating students. This rebirth has allowed Totten to enter the upper echelon of schools in New York City. We attribute that success to many factors:

- Our dedicated staff
- Our strong instructional leadership
- Our committed students
- Our ability to treat parents as stakeholders in their child's education
- Our ability to utilize social media as a communication link for all constituencies within our school
- Our ever expanding network of partnerships with various CBO's
- Our rigorous and demanding curriculum and
- Our state-of-the-art approach to technology in the classroom

At Totten we believe students learn best in an environment where teachers work collaboratively to provide students with the resources and strategies necessary to develop a personal toolkit of skills that can be accessible to them both independently and in a group setting, as well as in real life situations beyond the classroom.

As a school we take great pride in the role we have played in the LPP. Initially we joined the program in 2013 as a partner school. The next year our school was the only partner school selected to join the ranks as a host school. This year as a host we have spearheaded our triad to produce three collaborative, innovative projects spanning across our ELA, math and self-contained classrooms. The work our triad produced has yielded many measurable improvements to teacher pedagogy, challenged student thinking with demonstrated results and has allowed the teachers in the triad to foster their leadership skills. Our experience as a partner, host and potential host plus school affords us the unique ability to structure this dynamic proposal in a way that will maximize time and resources in a manner that benefits all constituencies. Other partnerships that support our work of developing rigorous instruction and collaborative teaching include: Discovery Education, Urban Advantage, Grow NYC, Roundabout Theater, UAU, Big Apple Games, e-Chalk, Adopt a Troop, March of Dimes, Mighty Milers, School Messenger and PupilPath.

2. Special student populations at Totten Intermediate School include special education and accelerated programs. Each of these populations' needs are met in a variety of ways. Specifically, special education students are provided different programs such as self-contained or ICT classroom settings and New York State Alternate Assessment. To ensure that these students excel in their classroom settings opportunities such as Discovery Education and the Seed-to-Table Project are incorporated into their learning experiences. In addition to these opportunities provided for the special education population, other curriculum enhancements afforded to the accelerated population include the Stock Market Game, Urban Advantage, Regents courses, and advanced ELA curriculum. The Stock Market Game allows groups of students to invest \$100,000 of simulation money into the Stock Market as they choose. Urban Advantage creates a connection between urban public school systems and science cultural institutions such as zoos, botanical gardens, museums and science centers. At Totten, Regents courses include Integrated Algebra, Living Environment, Earth Science and U.S. History & Government. By completing and passing these courses and a Regents exam, students can earn high school credits allowing them to advance to higher level courses. Our advanced ELA curriculum consists of 9th and 10th grade units of study.

3. The past year our school has made the most progress in the element of Rigorous Instruction. To meet the high-expectations of the Common Core Learning Standards, students are encouraged to struggle productively. Through their productive struggle, students become independent and group thinkers. Working towards our school's mission statement, students are encouraged to self-assess their learning, choose a resource most beneficial to their specific needs and build their toolkit to bridge the productive struggle and understanding of standards.

Our school's key element of focus for this school year is Collaborative Teachers. Through careful collaboration between colleagues, elementary school and high school teachers, one main goal is to ease the transition between grades 5 through 9.

31R034 School Information Sheet

| School Configuration (2014-15) | | | | | |
|---|----------|---|------|---|-------|
| Grade Configuration | 06,07,08 | Total Enrollment | 1167 | SIG Recipient | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | | |
| # Special Classes | 24 | # SETSS | 18 | # Integrated Collaborative Teaching | 68 |
| Types and Number of Special Classes (2014-15) | | | | | |
| # Visual Arts | 13 | # Music | 12 | # Drama | 3 |
| # Foreign Language | 48 | # Dance | 4 | # CTE | N/A |
| School Composition (2013-14) | | | | | |
| % Title I Population | 0.8% | % Attendance Rate | | | 93.0% |
| % Free Lunch | 22.4% | % Reduced Lunch | | | 9.9% |
| % Limited English Proficient | 0.8% | % Students with Disabilities | | | 22.7% |
| Racial/Ethnic Origin (2013-14) | | | | | |
| % American Indian or Alaska Native | 0.8% | % Black or African American | | | 0.3% |
| % Hispanic or Latino | 11.2% | % Asian or Native Hawaiian/Pacific Islander | | | 2.4% |
| % White | 85.4% | % Multi-Racial | | | N/A |
| Personnel (2014-15) | | | | | |
| Years Principal Assigned to School (2014-15) | 3.2 | # of Assistant Principals (2014-15) | | | 4 |
| # of Deans (2014-15) | 1 | # of Counselors/Social Workers (2014-15) | | | 2 |
| Personnel (2013-14) | | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | | 7.9% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.3% | Average Teacher Absences (2013-14) | | | 7.44 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | | |
| ELA Performance at levels 3 & 4 | 46.9% | Mathematics Performance at levels 3 & 4 | | | 49.4% |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | | 66.9% |
| Student Performance for High Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | | 97.7% |
| Credit Accumulation High Schools Only (2013-14) | | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | | N/A |
| 6 Year Graduation Rate | N/A | | | | |
| Overall NYSED Accountability Status (2014-15) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | X | Local Assistance Plan | | | |
| Focus District | | Focus School Identified by a Focus District | | | |
| Priority School | | | | | |

Accountability Status – Elementary and Middle Schools

| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
|---|-----|---|--|-----|
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | YES | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | YES | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | YES | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |

Accountability Status – High Schools

| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
|---|-----|---|--|-----|
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After a comprehensive assessment of the 2014 NYS Item Analysis, 53% of our 6th grade students scored a level 1 or 2 on the NYS Math Exam, 54% of our 7th grade students scored a level 1 or 2 on the NYS ELA Exam. Therefore, we selected out focus groups to be the 6th grade Math team and 7th grade ELA team.

Areas of strength include:

- More than 50% of our students scored Levels 3 or 4 on the 2015 NYS ELA Exam
- More than 40% of our students scored Levels 3 or 4 on the 2015 NYS Math Exam
- All units are aligned to Common Core Standards
- Research based strategies are incorporated into the curriculum
- Infusion of literacy into the content areas
- Differentiated instruction embedded into all unit and lesson plans
- Formative/Summative Assessments drive instruction and student goal setting
- All units are fueled by high level questioning in an effort to establish rigor across all content areas

Part 2 – Annual Goal

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

Students in the targeted groups will demonstrate an average gain of .2 in their performance rating on the 2016 NYS ELA/Math exams as compared to their performance rating on the 2015 NYS exams as a result of exposure to rigorous curriculum with multiple entry points throughout the 2015 – 2016 school year

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|--|---|---|--|
| <p><u>Activities/Strategies</u></p> <p>1. Analyze gaps and trends identified in our 2015 NYS ELA item skills analysis report, Performance Series, MOSL Assessments, performance tasks, benchmarks, and classroom formative assessments to formulate class and student personal goals.</p> <p>2. Classroom instruction designed to meet those class and student goals. Inquiry cycles continue to monitor and reflect the needs of our students by analyzing students' progress towards mastery of the content and Common Core Standards. 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 drive instruction and curriculum.</p> <p>3. Meet the individual needs of students by designing differentiated instruction to meet targeted needs while monitoring students' progress towards mastery of the content and Common Core Standards.</p> <p>4. Align professional development sessions to the professional goals chosen by the teachers. The goals include questioning, using formative and summative assessments, engagement, providing feedback to students, and demonstrating flexibility and responsiveness to drive instruction.</p> <p>5. Initiate cohesive strategies in all content areas by infusing literacy and close reading strategies in all content areas based on the needs reflected in the 2015 NYS ELA Exam.</p> <p>6. Continue to involve our Media Specialist in curriculum design and rollout as a support across all disciplines through input into professional development, mentoring, and research of relevant materials needed by the Coach and teachers.</p> | <p>All students</p> <p>All students</p> <p>All students</p> <p>All students</p> <p>All students</p> <p>All students</p> <p>Students</p> <p>Parents/ Guardians</p> | <p>9/15 to 6/16</p> <p>9/2015 to 6/2016</p> | <p>Teachers, Teacher Teams, Model Teachers, Coaches, Model Teachers</p> <p>Teachers, Teacher Teams, Model Teachers, Coaches, Supervisor</p> <p>Teachers, Coach</p> <p>Administration, Coach, Teachers</p> <p>Administration, Coach, Model Teachers, Teachers</p> <p>Teachers, Coach, Media Specialist</p> <p>Teachers, Coach</p> <p>Teachers, Teacher Teams</p> <p>Teachers, Model Teachers, Teacher Ambassadors</p> <p>Administration, Coach, Teachers, Media Specialist,</p> <p>Parents/ Guardians</p> |

7. Provide the students with a personal toolkit of skills that can be accessible to them both independently and in a group setting as well as in real-life situations beyond the classroom.

8. Engage students in productive struggle across curricula by creating and implementing rigorous tasks with teachers scaffolding their instruction to make the activity accessible to all learners.

9. Collaborate with educators from Learning Partner schools to design/develop units with culminating projects that will provide students with an opportunity to collaborate with other schools.

10. Communicate with families to support their understanding of rigorous instruction and their understanding of the ELA Common Core Standards so that they are better equipped to support their children at home. Parent Communication Strategies include:

- Updating of school website ECHALK with links for parent/families to CCLS

- The use of School Messenger System to relay pertinent and timely information to all families.

- The use of PupilPath to relay timely information regarding student assessments, homework, and behavior.

- Allotting OPW (Other Professional Work) time on a weekly basis to communicate with parents.

- Implementing the Parent Workshop on the Common Core Learning Standards

“How to Help Your Child.”

- Conduction a parent workshop on PupilPath.

- Parent representation on the School Leadership Team.

- Providing samples of common core aligned performance tasks and samples of student work on school website for parents to view.

PTA meets monthly to keep parents abreast about upcoming school and community events, curriculum updates, and information regarding state testing and Regents exams.

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | | |
|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| Professional Learning time, common planning, instructional rounds, “Looking at student work” sessions, and model teachers | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

| |
|--|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| <ul style="list-style-type: none"> • Teachers analyze and discuss the effectiveness of the implemented instructional goals/next steps based on results from assessment data; such as; class formative assessments (ongoing), benchmarks (during the units of study), performance tasks (end of units of study), Winter Break Assignment (December), MOCK ELA (February and March/April), DRP (Fall, Winter, Spring). Teachers adjust strategies and drive curricula accordingly to insure student comprehension and encourage enrichment for students who excel. • Teacher teams meet on an ongoing basis 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. • Teacher teams meet during Common Planning to discuss the needs of all students based on assessments (mentioned above). ICT teams insure, through common planning and results analysis, that class goals and lessons are meeting the needs of all students. • Administrative informal walkthroughs, colleague inter-visitations, personal reflection, coach mentoring, and student data provide basis for evaluating personal growth. • Teams of teachers from different content areas share student work to discuss whether the implemented instructional next steps based on the gaps in understanding from the assessment data analysis helped to improve student comprehension and encourage enrichment for students who excel. • Media specialist is in constant communication with staff across the disciplines discussing reading strategies and locating resources to support the curriculum. • Teachers analyze the effectiveness of the implemented instructional goals/next steps based on results from assessment data (above) as well as students’ classroom performance to insure students not only comprehend the material, but are also able to work well independently and within a group. • Teacher teams meet on an ongoing basis to discuss components of the lessons including; rigor, scaffolding, and differentiation to insure that students are engaging in a productive struggle designed to meet the needs of all learners. • Department ambassadors collaborate monthly to streamline cohesive units across the curriculum. Learning Partners organize student field trips, gallery walks, and sharing of projects. • Parent communication systems/strategies are monitored and updated continuously to insure timely communication among parents, teachers, and administration. |
| Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

I.S. 34 has created a learning environment that is student-centered where students support each other in a collaborative and supportive environment that supports the social and emotional growth of all students. The NYC School Survey School indicates an 84% positive response for supportive environment. However, this is 1% below the city average of positive responses for middle schools. The school attendance rate is 95% which is an indicator of a supportive environment that is conducive to learning.

Part 2 – Annual Goal

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

Students in the targeted groups will demonstrate an average gain 1% for attendance. In an effort to increase the rate of positive responses by 1% on the NYC School Survey.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|---|--|---|--|
| <p>Meet the social-emotional and academic needs of students by designing differentiated instruction to meet targeted needs while monitoring students’ progress towards mastery of the content and Common Core Standards. To create a productive supportive environment, students are</p> | <p>All Students</p> | <p>9/15 to 6/16</p> | <p>Teachers, Teacher Teams, Model Teachers, Coaches, Model Teachers, Guidance, SAPIS Worker, Student Support Services, ESL Teacher</p> |

| | | | |
|---|---------------------|---------------------|--|
| <p>encouraged to choose a leveled question during the lesson to ensure progress toward the content standard. Resources are readily available for students to refer to throughout the lesson to support differentiation and help build their personal toolkit.</p> | | | |
| <ul style="list-style-type: none"> • Decrease use of the SAVE Room from 5 days to 2 days a week. • Creation of cabinet by The Assistant Principal of Student Support Services which includes deans, guidance counselors and the SAPIS Worker. • Implementing a guidance based approach to discipline. • PTA meets monthly to keep parents abreast regarding upcoming school and community events, curriculum updates, and information regarding state testing and regents exams. • The use of Remind (a text messaging service) and class accounts informs parents/guardians and students of any classroom announcements. • Meet the social-emotional and academic needs of students by designing differentiated instruction to meet targeted needs while monitoring students' progress towards mastery of the content and Common Core Standards. • Create a productive, supportive environment, students are encouraged to choose a leveled question during the lesson to ensure progress toward the content standard. • Make resources readily available for students to refer to throughout the lesson to support differentiation and help build their personal toolkits. • • Hiring an additional guidance counselor. • Inviting guest speakers which have included retired officers, federal agents, and other professionals. • We have held grade cohesion assemblies to establish school-wide coherence for school environment. • Back To School Night and Curriculum Nights for Humanities, Math and Science • Student Advisory Committees meet throughout the year to reflect on performance tasks, units of study and school environment • Monthly Curriculum Updates to inform parents of unit topics and skills being taught in the classroom • Updating of school website with links for parent/families to • The use of School Messenger System to relay pertinent and timely information to all families. | <p>All Students</p> | <p>9/15 to 6/16</p> | <p>Teachers, Teacher Teams, Model Teachers, Coaches, Model Teachers, Guidance, SAPIS Worker, Student Support Services, Parent Coordinator, Assistant Principals, Principal</p> |

| | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> • The use of PupilPath to relay timely information regarding student assessments, homework, and behavior • Faculty Advisory Committee meets monthly to present concerns and solutions to administration and then turnkeys resolutions to the entire staff. • Allotting (Other Professional Work) time on a weekly basis to communicate with parents. • Implementing the Parent Workshop on the Common Core Learning Standards. • Conduct a parent workshop on Pupil Path. • Parent representation on the School Leadership Team. • Providing samples of common core aligned performance tasks and samples of student work on school website for parents to view. | | | |
|--|--|--|--|

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | | |
|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| Professional Learning time, common planning, instructional rounds, “Looking at student work” sessions, and model teachers | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

| |
|---|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| <ul style="list-style-type: none"> • Assistant Principal of Student Support Services meets weekly with Guidance Department to address student needs and services. • All assistant principals meet bi-weekly with the Student Intervention Team. • Faculty Advisory Committee meets monthly with administration to discuss school environment, culture and academic needs. • Assistant principal runs reports to monitor Pupil Path Usage. • All committees run a mid-point assessment in February to monitor and refine all environmental protocols. • Parent communication systems/strategies are monitored and updated continuously to insure timely communication among parents, teachers, and administration. |

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

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the 2014-2015 Learning Environment Survey 35% of our teachers indicated that they take responsibility for improving the school. Out of a staff of 80 teachers, only 15 teachers led professional developments sessions throughout the school year. This indicates a need for more teachers to take an active role in providing professional development opportunities that result in increased student achievement.

I.S. 34 heavily emphasizes ongoing high quality professional development as evidenced by our well-developed rating on the Quality Review in the category of establishing a collaborative culture for learning. Instructional leaders, teacher teams, and staff have established a culture for learning that strategically and systematically communicates high expectations, encouraging families and teachers to work collaboratively toward improving student achievement. School leaders and staff are unwavering in their commitment to high standards of classroom practice through ongoing professional learning and intentional and individualized support.

Part 2 – Annual Goal

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

In an effort to increase collaboration among teachers we have established a goal of increasing teacher-led professional development by 10%.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|---|--|---|--|
| <p>1. Our administrative and instructional teams have worked closely with our School Based Staff Development Committee to ensure that all professional learning is relevant to all participating parties.</p> <ul style="list-style-type: none"> • Provide teachers with a needs assessment survey regarding professional development they would like to participate in. • As a cabinet we have recognized pedagogical best practices throughout the building and have invited teachers to share their best practices with staff during professional learning. <p>These steps have already yielded many improvements to professional learning as evidenced by teacher feedback.</p> <p>School leaders will work collaboratively with each group to create three school-wide bottom lines reflecting each group's commitment to the work.</p> <ul style="list-style-type: none"> • A large group of teachers from across content areas will collaboratively update and refine a common lesson plan template deeply aligned The Danielson Framework. This template is utilized in planning daily lessons, resulting in coherence across classrooms. • Strategic teacher-led professional development focus on teacher strengths through “a la carte” menus based on best practices observed through teacher inter-visitiation as well as through informal and formal observations conducted by school leaders. • Through a well-defined instructional focus including teacher bottom-lines, teachers have committed to ongoing reflection and refinement of their practices. | <p>All staff</p> | <p>9/15 – 6/16</p> | <p>All teachers, Coaches, Administration</p> |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | | |
|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| Professional Learning time, common planning, instructional rounds, “Looking at student work” sessions, and model teachers | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

| |
|--|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| <ul style="list-style-type: none"> Teachers analyze and discuss the effectiveness of the implemented instructional goals/next steps based on results from assessment data; such as; class formative assessments (ongoing), benchmarks (during the units of study), performance tasks (end of units of study), Winter Break Assignment (December), MOCK ELA (February and March/April), DRP (Fall, Winter, Spring). Teachers adjust strategies and drive curricula accordingly to insure student comprehension and encourage enrichment for students who excel. Teacher teams meet on an ongoing basis 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. Teacher teams meet during Common Planning to discuss the needs of all students based on assessments (mentioned above). ICT teams insure, through common planning and results analysis, that class goals and lessons are meeting the needs of all students. Administrative informal walkthroughs, colleague inter-visitations, personal reflection, coach mentoring, and student data provide basis for evaluating personal growth. Teams of teachers from different content areas share student work to discuss whether the implemented instructional next steps based on the gaps in understanding from the assessment data analysis helped to improve student comprehension and encourage enrichment for students who excel. |
| Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

The 2014-2015 School Survey indicated that more than 50% of the staff felt they had little or no influence over hiring of new staff.

An area of strength in the category of Effective School Leadership according to the 2014-2015 Quality Review is that school leaders consistently offer professional development and provide meaningful feedback. A shared leadership model ensures that teachers play a key role in key decisions that affect student learning across the school, and results in improvements in Common Core aligned instructional practice, and increased student achievement for all learners.

Part 2 – Annual Goal

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

We will decrease the number of staff members that feel they have little or no influence over hiring of new staff by 10%.

Part 3 – Action Plan

| | | | |
|---|--|---|--|
| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
| <p>A buddy/mentoring system will be put into place to help new staff assimilate into school routines and practices.</p> | <p>Teachers and Staff</p> | <p>9/15 – 6/16</p> | <p>Principal, Assistant Principals and Teachers</p> |
| <p>The Faculty Advisory Committee will meet monthly to review and refine criteria for hiring new staff.</p> | <p>Teachers and Staff</p> | <p>9/15 – 6/16</p> | <p>Principal, Assistant Principals and Teachers</p> |
| <p>Staff, administration and teachers will form a committee of teachers who will be a part of the hiring process</p> | <p>Teachers and Staff</p> | <p>9/15 – 6/16</p> | <p>Principal, Assistant Principals and Teachers</p> |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | | |
|--|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> | | | | | | | | | | | |
| <p>Professional Learning time, common planning, instructional rounds, “Looking at student work” sessions, and model teachers</p> | | | | | | | | | | | |
| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

| |
|---|
| <p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> |
| <ul style="list-style-type: none"> • Through the use of Survey Monkey and Pupil Path professional development efficacy will be evaluated mid-year to ensure success of the workshops and committees. • Utilize lunch and learns and weekly professional learning time to obtain formative support to improve the effectiveness of all committees. |
| <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p> |

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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

According to the 2014-2015 School Survey, 73% of parents indicated that they had not volunteered time to support the school. The survey also indicated that the percentage of school staff that regularly communicates with parents/guardians about how staff can help students learn was 77%. Overall, I.S. 34 scored 7% lower than the city average for positive responses in the area of Strong Family and Community Ties on the 2014-2015 NYC Learning Environment Survey. This data indicates a need for us to increase parental and community involvement.

Part 2 – Annual Goal

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

We will increase the percentage of parent volunteers by 10%. This will be measured by the results of the Learning Environment Survey which currently indicates that 73% of the parents have never volunteered in any capacity. This goal will be supported as indicated in the action plan.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|--|---|--|---|
| <p>1. Communicate with families to support their understanding and involvement of rigorous instruction and their understanding of the ELA and Math Common Core Standards so that they are better equipped to support their children at home.</p> <p>Parent Communication Strategies include:</p> <ul style="list-style-type: none"> • Updating of school website ECHALK with links for parent/families to CCLS. • The use of School Messenger System to relay pertinent and timely information to all families. • The use of Pupil Path to relay timely information regarding student assessments, homework, and behavior. • Faculty Advisory Committee meets monthly to present concerns and solutions to administration and then turnkeys resolutions to the entire staff. • Allotting OPW (Other Professional Work) time on a weekly basis to communicate with parents. • Implementing the Parent Workshop on the Common Core Learning Standards. • Conduction of a parent workshop on Pupil Path. • Parent representation on the School Leadership Team. • Providing samples of common core aligned performance tasks and samples of student work on school website for parents to view. • PTA meets monthly to keep parents abreast about upcoming school and community events, curriculum updates, and information regarding state testing and regents exams. | <p>All Students Staff Community</p> | <p>9/15 – 6/16</p> | <p>Teachers, Teacher Teams, Model Teachers, Coaches, Model Teachers, Parent Coordinator, Guidance</p> |

| | | | |
|---|---|-------------|---|
| <ul style="list-style-type: none"> The use of Remind (a text messaging service) and class Instagram accounts informs parents/guardians and students of any classroom announcements. | | | |
| <p>2. Continue utilizing resources from the community to support academic growth:</p> <ul style="list-style-type: none"> Creating and producing a student-generated college fair Organizing a science family night Collaborating with P.S.1 to engage students in Poem in Your Pocket Day as well as Big Kids Night Supporting parents with Back to School night and Parent Teacher conferences Providing hands-on science-related opportunities with Grow NYC, Urban Advantage and Discovery Learning Incentivizing healthy living with NBA Fit | <p>Students</p> <p>Staff</p> <p>Community</p> | 9/15 – 6/16 | <p>Teachers, Teacher Teams, Model Teachers, Coaches, Model Teachers, Parent Coordinator, Guidance</p> |
| <p>3. Providing extracurricular resources for students:</p> <ul style="list-style-type: none"> School plays, partnerships and field trips with Round-a-bout Theater Opportunities for the marching band to participate in community parades Engaging activities and academic support with UAU and STEM. | <p>Students</p> <p>Staff</p> <p>Community</p> | 9/15 – 6/16 | <p>Teachers, Teacher Teams, Model Teachers, Coaches, Model Teachers, Parent Coordinator, Guidance</p> |
| <p>4. Continued parent-teacher-association involvement and support:</p> <ul style="list-style-type: none"> Spring gala Chinese auction Activities, book fairs, and the school fashion show. | <p>Students</p> <p>Staff</p> <p>Community</p> | 9/15 – 6/16 | <p>Teachers, Teacher Teams, Model Teachers, Coaches, Model Teachers, Parent Coordinator, Guidance</p> |
| <p>5. School Leadership Team addresses and solicits opportunities for parents to volunteer for upcoming school and community events and extra-curricular activities.</p> | <p>Students</p> <p>Staff</p> <p>Community</p> | 9/15 – 6/16 | <p>Teachers, Teacher Teams, Model Teachers, Coaches, Model Teachers, Parent Coordinator, Guidance</p> |
| <p>6. Throughout the school year three curriculum nights will be held in the areas of Literacy, Math and Science. Parents and students will engage in standards based activities that foster parental involvement.</p> | <p>Students</p> <p>Staff</p> <p>Community</p> | 9/15 – 6/16 | <p>Teachers, Teacher Teams, Model Teachers, Coaches, Model Teachers, Parent Coordinator, Guidance</p> |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | | |
|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| Professional Learning time, common planning, instructional rounds, “Looking at student work” sessions, and model teachers | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

| |
|---|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| <ul style="list-style-type: none"> In September, we will create and maintain a database to track percentage of parent volunteers. <p>In November, we will host three family nights focusing on Literacy, Math and Science which expose parents to the latest educational strategies and protocols.</p> <p>From September through May we will invite parents to attend workshops during Other Professional Work Time (Tuesdays-3:00-3:35) where parents participate in hands-on learning activities.</p> <p>Beginning in September we will keep parents abreast of upcoming units and previous units of study by posting a bi-monthly “What’s Happening In My Child’s Classroom Newsletter.”</p> <p>The newsletter will include:</p> <ul style="list-style-type: none"> Common misconceptions Guided questions Curriculum overviews (including performance tasks, projects and other assessments) <ol style="list-style-type: none"> In September, a Parent Advisory Committee will be developed and will meet quarterly (November, January, March and May) and serve as a forum for parents to share concerns and make suggestions. <p>Through the use of Survey Monkey and Pupil Path we will evaluate mid-year to ensure success of all programs and activities.</p> |

2. In January, we will assess our progress by administering a survey through Survey Monkey to measure the precise amount of parents who have volunteered and determine additional ways parents can become active participants in the school.
3. In May, we will re-survey to measure the success of the changes that were implemented in January.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|--|--|--|--|--|
| English Language Arts (ELA) | <p>The Academic Intervention Service Teachers identify students based on the data found on ELAP, 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</p> | <p>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 .</p> | <p>Response To Intervention (RTI) Small Group Instruction</p> | <p>During the school day</p> |

| | | | | |
|--------------------|---|---|---|------------------------------|
| | <p>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.</p> | | | |
| Mathematics | <p>The Academic Intervention Service Teachers identify students based on the data found 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.</p> | <p>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 mathematics skills. The AIS teacher focuses on deficit areas and provides strategies, tools/resources, and review sheets to help improve student performance.</p> | <p>Response To Intervention (RTI) Small Group Instruction</p> | <p>During the school day</p> |
| Science | <p>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</p> | <p>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</p> | <p>Response To Intervention (RTI) Small Group Instruction</p> | <p>During the school day</p> |

| | | | | |
|------------------------------|---|--|---|------------------------------|
| | <p>according to their individual needs and receive Academic Intervention Services.</p> | <p>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 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.</p> | | |
| <p>Social Studies</p> | <p>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.</p> | <p>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</p> | <p>Response To Intervention (RTI) Small Group Instruction</p> | <p>During the school day</p> |

| | | | | |
|---|---|--|---|-----------------------|
| | | mandated performance tasks and uniform writing pieces during the school year. | | |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <p>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.</p> <p>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</p> | <p>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 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</p> | Individual Meetings Small Group Instruction | During the school day |

| | | | | |
|--|--|---|--|--|
| | <p>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.</p> <p>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 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.</p> | <p>grade levels. Confidentiality is of utmost 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 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</p> | | |
|--|--|---|--|--|

| | | | | |
|--|--|--|--|--|
| | | <p>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.</p> <p>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.</p> <p>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.</p> | | |
|--|--|--|--|--|

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) 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 the school. **Totten Intermediate School** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Totten Intermediate 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 the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

Totten Intermediate School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

| | | |
|---|------------------------------|--------------------------|
| District 31 | Borough Staten Island | School Number 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 ENL teacher, and one parent.

| | |
|--|--|
| Principal John Boyle | Assistant Principal Ashley Bulko |
| Coach Teresa Amorelli | Coach |
| ENL (English as a New Language)/Bilingual Teacher Rosanna Verga | School Counselor |
| Teacher/Subject Area type here | Parent Dominique Migliorato-PTA Pres |
| Teacher/Subject Area type here | Parent Coordinator Diane Cunsolo |
| Related-Service Provider Denise Froehlich | Borough Field Support Center Staff Member type here |
| Superintendent | Other (Name and Title) type here |

C. Teacher Qualifications

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

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

D. Student Demographics

| | | | | |
|--|----------------------|----|---|-------|
| Total number of students in school (excluding pre-K) | Total number of ELLs | 12 | ELLs as share of total student population (%) | 0.00% |
|--|----------------------|----|---|-------|

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|---|---|---|
| All ELLs | 12 | Newcomers (ELLs receiving service 0-3 years) | 4 | ELL Students with Disabilities | 9 |
| SIFE | 0 | Developing ELLs (ELLs receiving service 4-6 years) | 2 | Long-Term (ELLs receiving service 7 or more years) | 6 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| DL | | | | | | | | | | 0 |
| ENL | 4 | | | 2 | | 1 | 6 | | 5 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

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

* EP=English proficient student

| Dual Language (ELLs/EPs) 9-12 | | | | | | | | | | |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| This Section is for Dual Language Programs Only | |
|---|---|
| Number of students (students fluent in both languages): _____ | Number of students who speak three or more languages: _____ |

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Spanish | | | | | | | | 3 | 4 | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | 2 | 2 | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | 1 | | | | | | 0 |
| TOTAL | 0 |

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Entering (Beginning) | | | | | | | | | | | | | | 0 |
| Emerging (Low Intermediate) | | | | | | | | | | | | | | 0 |
| Transitioning (High Intermediate) | | | | | | | | | | | | | | 0 |
| Expanding (Advanced) | | | | | | | | | | | | | | 0 |
| Commanding (Proficient) | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Total | | | | | | | | | | | | | | 0 |

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Total | | | | | | | | 1 | 1 | | | | | 0 |

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

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

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

| New York State Regents Exam | | | | |
|---------------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Comprehensive English/Common Core ELA | | | | |
| Integrated Algebra/CC Algebra | | | | |
| Geometry/CC Algebra | | | | |
| Algebra 2/Trigonometry Math _____ | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Global History and Geography | | | | |
| Geography | | | | |
| US History and Government | | | | |
| LOTE | | | | |
| Government | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
The early literacy assessment tools available are the NYSESLAT/NYSITELL. When the student is admitted, the student is interviewed by the ENL teacher. This is where initial placement happens, and the student is tested within 2-10 school days. The ENL 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL 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 deficiencies, 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.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- 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 professional learning sessions and monthly departmental meetings to enhance data driven instruction.
- c. The school is using periodic assessments; benchmarks, baselines, lexiles and core curriculum based writing assessments 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
The ENL 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, baseline, and benchmark 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 research based ELL strategies.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
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 Saturday ELA preparation classes.
The data that is collected from the performance tasks, AYP, 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.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including the Most of our ENL population of students entered our school through the feeder schools where their parents had already chosen a program for our licensed and certified ENL teacher and Assistant Principal are diligent in following the correct protocol. Upon entering I.S.34 trained parent to determine the student's home language. This process is formalized by the completion of the Home Language Identification Survey parent and/or guardians. During this meeting the parents are introduced to the procedures and the programs offered for ELLs at our school Learners and if deemed necessary it is administered. At this meeting they are informed that the NYSITELL will be administered by a certified the student passes the LAB-R, he will be placed in a regular classroom without ENL instruction. If a student scores at beginner or intermediate minutes/week of ENL instruction.
Once the NYSITELL is administered by the certified ENL teacher and student entitlement for ENL placement is determined, the ENL teacher student's strengths and weaknesses in their native language. It is an important tool in order to align language acquisition with the ability of the native language. The languages spoken by the ENL teacher and other pedagogues are Spanish, Italian, and Arabic.
- Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (We currently do not have any students who are labeled SIFE. However, we would administer a SIFE questionnaire and analyze their work p
- Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
The Language Proficiency Team (LPT) members (AP SWD, IEP Teacher, ENL Teacher, child's parent(s) review evidence of the student's English NYSITELL to determine ELL status. If the team determines child should not take the NYSITELL, the decision is sent to the superintendent or design

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the test. **The ENL teacher is responsible to send home the appropriate letter and a copy is given to the administrator.**
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference C](#)). **When ELL status is determined, parents are informed that they can appeal the determination. We ask parents to send in a written request to appeal the determination and a receipt of written notice; however, if the CSE must be consulted, the process is completed within 20 school calendar days.**
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and 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 orientation, the Parent Coordinator provides with the appropriate instruction for their individual language proficiency. Due to our small ELL population we offer a push-in/pull-out program, email, and the Parent Coordinator will call the parents for special events or for academic intervention services. The ENL teacher informs the parents of the 3 programs offered to ELLs; the Transitional Bilingual, Dual Language, and Freestanding ENL. All parents are informed of the programs offered. Therefore, the parents are fully aware that due to our small ELL population, IS 34 can only offer a stand-alone/push out ENL program. It is the parents' responsibility to visit the schools and make their decision based on the needs of their child.**
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how you ensure that all parents understand the program choices for bilingual education. **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. Parent Surveys and Program Selection forms. This happens in the beginning of the year for those students who took the NYSESLAT. NYSITELL testing for new admits happens in the beginning of the year. All forms are completed the same day since many parents work. All entitlement letters are maintained in one office. All ELL forms are copied and kept in the ENL teacher's classroom.**
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. **All parental forms are completed on the day of enrollment.**
9. Describe how your school ensures that placement parent notification letters are distributed. **A copy of the placement letter is given to the student and a copy is mailed home.**
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). **A ELL documentation is housed in the ENL teacher's classroom.**
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all students. **Once all students are identified in ATS (RLER), then we begin the administration of the exam. ELLs take the speaking part individually in the morning. Usually the listening will take 20-45 minutes (1 period) depending on the student. The reading, listening and writing is administered by grade level. If students are absent, the reading and writing are administered by grade level. The pedagogues administering the test are Rosanna Verga and Teresa Amorelli.**
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. **Paste response to question here:**
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have reported? How do you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question 12 for parent choice). **Parent Choice is a crucial component in selecting an ELL program for students. In order to properly inform parents of the available program offerings, the Parent Coordinator determines the program choice determined for ENL instruction, parents are asked to attend the informative parent orientation explaining various programs. At this time the Parent Coordinator and the ENL teacher are present. If translators are needed they are present to facilitate the understanding of the programs offered. Our school does not have the mandated number of translators for the following reasons:**
 1. ENL 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 ENL program, due to the fact that we have such a small population of ELL students and do not have the mandated number of translators.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

The organizational model is a stand-alone/pull-out program. ELLs are placed according to NYSESLAT and NYSITELL scores. All ELLs are serviced as per LAP mandates. 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.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The ENL 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 ENL teacher in providing the needs of students. The ENL 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 ENL 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 ENL instruction. The entitled minutes are determined by scores from the NYSITELL or the NYSESLAT exams. Students scoring at the advanced level receive 180 minutes of ENL instruction. All ELLs also receive 360 minutes of Language Arts instruction in a regular classroom setting. The ENL teacher ensures that the ENL 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 ENL instruction as well as in the content area classes.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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 ENL instruction. However maximizing student skills in academic subjects are critical for ELLs to reach the set standards. Therefore, the ENL 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 ENL 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 ENL 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 ENL 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 ENL 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 home languages throughout the year?

Currently, Totten has one newcomer and he was evaluated with the Spanish LAB-R in order to see their literacy level in their first language. The ENL teacher uses this data to differentiate instruction. The ENL and the content area teachers discuss ways to introduce content knowledge in his daily instruction through common planning and professional learning sessions.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ENL 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

A. 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 ENL 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 ENL and ELA classes. Again the ENL 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 ENL, the students are exposed to strategies which are introduced in their ELA classes but throughout all their content area classes. The ENL teacher is aligned and enforces such strategies such as inferencing, prior knowledge, citing evidence, the use of signposts in order to strengthen 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. Former ELLs continue to receive ENL services. The ENL teacher Their test accomodations still remain intact for two years. The guidance coueslor monitors their progress.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), our principal, reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with the ENL teacher, the parent/guardian, and the student. If our principal, based on the recommendation of the ENL teacher and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, he provides additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he consults with the superintendent or his designee. Final decision notification is sent in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Some of the strategies incorporated so far are: visualizing, inferencing, making connections to texts, and determining 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.

Chart 7 does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Currently, we have 6 Special Education students in the ENL program. All students are in a ICT 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 ENL 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 ENL mandated services which is determined by NYSESLAT scores and they are pulled-out of their non- academic classes to fulfill the required amount of ENL mandated minutes.

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

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

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

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



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

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

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

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

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

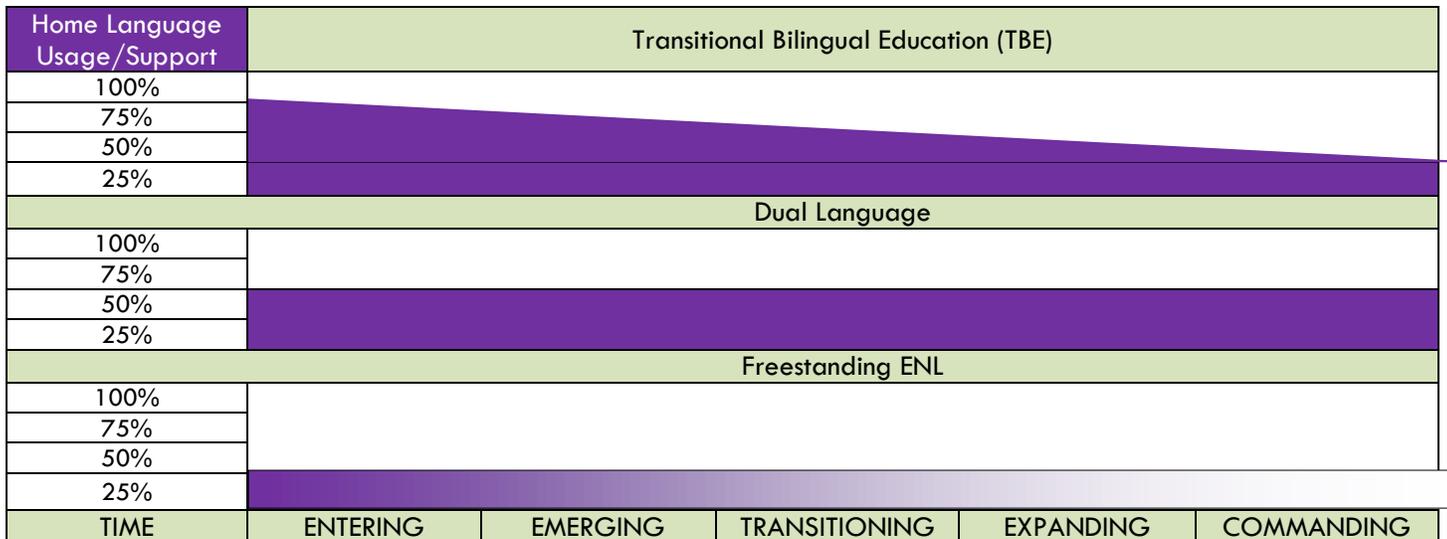


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The targeted intervention programs for ENL 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.
11. 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 acquisition is the primary focus. Pre and Post assessments are part of the program, data is analyzed in turn to drive instruction. Data available to us now includes the 2014 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.
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
13. What programs/services for ELLs will be discontinued and why?
Currently, there are no plans to discontinue any programs/services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are integrated into all daily activities and programs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
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 ENL teacher focuses on building reading comprehension skills by utilizing academic vocabulary and complex text during the ENL classes. In addition, the majority of our classrooms have SmartBoards
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
The native language 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.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All ENL classes have mixed grades (up to 2 grade levels) with mixed ages. Our ELLs are all leveled according to their reading and writing scores on the NYSESLAT and NYSITELL. Therefore, the ENL 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
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Students attend orientation in the beginning of the year, where an introduction of all the programs and services is discussed. We also have orientation for the incoming 6th graders to introduce them to our school and Art and Technology Departments.
19. What language electives are offered to ELLs?
Currently our school is offering Italian.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Paste response to question here:
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Paste response to question here:
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here:
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.

1 and 2. Our professional learning plan this year addressed the following topics:

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

Pedagogues have ongoing professional learning sessions every Monday and Tuesdays during OPW time and during common planning time throughout the week, where strategies and instructional methods are discussed and evaluated to suit the needs of our students.

Additionally, our ENL teacher attends professional learning sessions offered by our district and NYCDOE throughout the school year.

3.The support 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 supports the staff with different strategies to support in class socialization and also different ways to encourage parental involvement. They are also programmed into ENL 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.

C. Parental Involvement

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

Paste response to question here:

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

Paste response here:

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

Paste response here:

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

Paste response to question here:

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

Paste response to question here:

6. 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 periodically posts on the school bulletin and sends notices home for English classes offered through the YMCA. The school also informs ELL parents on informative classes regarding immigration, 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.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

| School Name: _ | | School DBN: _ | |
|---|---|---------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| John Boyle | Principal | | 6/18/15 |
| Ashley Bulko | Assistant Principal | | 6/18/15 |
| Diane Cunsolo | Parent Coordinator | | 6/18/15 |
| Rosanna Verga | ENL/Bilingual Teacher | | 6/18/15 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| Teresa Amorelli | Coach | | 6/18/15 |
| | Coach | | 1/1/01 |
| | School Counselor | | 1/1/01 |
| | Superintendent | | 1/1/01 |
| | Borough Field Support Center Staff Member _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **31R034** School Name: **Totten Intermediate School**
Superintendent: **An**

Before you begin, please check the following:

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

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

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

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

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

Each parent is given a language survey when their child registers for school. The 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. IS34.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.

Our pupil accounting secretary refers to the parent/information screen which indicates spoken or written language of parents. Therefore, any documents that are sent out are in the child's appropriate language. The emergency cards indicate the language spoken, therefore this is addressed if the case should arise.

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

We have nine ELL families: 5 of them require translation in Spanish, 3 in arabic, and 1 in Hindi.

Part B: Creating a Communications Calendar

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

See above

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

Part C: Providing Language Assistance Services

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

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

Part D: Training Staff on Policies and Procedures

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

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Part F: Monitoring and Quality Control

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