



**W.A. CUNNINGHAM I.S. 234
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 22K234

ADDRESS: 1875 EAST 17TH STREET, BROOKLYN, NY 11229

TELEPHONE: (718) 645-1334

FAX: (718) 645-7759

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 22K234 **SCHOOL NAME:** W.A. Cunningham

SCHOOL ADDRESS: 1875 East 17th Street, Brooklyn, NY 11229

SCHOOL TELEPHONE: (718) 645-1334 **FAX:** (718) 645-7759

SCHOOL CONTACT PERSON: Susan Schaeffer **EMAIL ADDRESS:** SSchaef@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Joan Gleicher

PRINCIPAL: Susan Schaeffer

UFT CHAPTER LEADER: Marie Kallo

PARENTS' ASSOCIATION PRESIDENT: Shari Puntorno

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 22 **CHILDREN FIRST NETWORK (CFN):** 605

NETWORK LEADER: Wendy Karp

SUPERINTENDENT: Linda Waite

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Susan Schaeffer	*Principal or Designee	
Joan Gleicher	*UFT Chapter Chairperson or Designee, SLT Chairperson	
Shari Puntorno	*PA/PTA President or Designated Co-President	
Shari Puntorno	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ken Bushell	DC 37 Representative, if applicable	
Bonnie Steinbach	Member/CSA	
Linda Peterson	Member/UFT	
Denise Gibaldi	Member/UFT	
Gina Sylvan-Noel	Member/UFT	
Michele Abramsky	Member/UFT	
Terentia Carroll	Parent	
Lola Fischel	Parent	
Ivonne Lopez	Parent	

* Core (mandatory) SLT members.

Karen Tam	Parent	
Ursula Edwards	Parent	
Mary Nolan	Parent	
Cathy Cash	Parent	
\		

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Cunningham Intermediate School is an exceptional institute of learning servicing nearly 1900 students. Set in a multi-cultural residential area in Homecrest, Brooklyn, the school seeks to individualize instruction and target its curriculum to meet the needs of its diverse population. Serving students from the intellectually gifted, to those requiring additional support, to those just acquiring language, Cunningham's staff practices differentiated instruction. The philosophy and mission of the school is to meet the needs of all learners predicated on the belief that every student can learn and that every staff member has an obligation to find a way to accommodate each student's needs. This mission is accomplished by a highly qualified teaching faculty that bases instruction on multiple sources of data. Cunningham provides a myriad of intervention and enrichment programs before, during, and after school.

The school employs both modern and traditional teaching practices as well as classical and innovative teaching resources. Technology is an integral part of learning at Cunningham and in classrooms you will see laptops, Smartboards, computer response systems, and other innovations of the 21st century that enable students to learn while maintaining their interest and sparking their curiosity. Academic rigor and high expectations enable Cunningham's students to continue to make progress each year. Using data as a foundation to drive instruction, teachers formulate both long range and short range goals for students; students use data to recognize their own strengths and weaknesses and learn to formulate goals for themselves. Every student is made aware of grade and subject expectations, as they form action plans to enable them to achieve these goals.

The administration of Cunningham conducts ongoing needs assessments and tailors their resources to meet needs which lead to improved student achievement. They are invested in professional development, maintaining a Teacher Resource Center, employing specialists in mathematics, literacy, and ESL, and encouraging the sharing of best practices. This has become embedded in the Cunningham culture.

The school employs a variety of intervention programs and enrichment programs for students with varying needs. English Language Learners benefit from Title III programs in addition to rigorous instructional curricula which accommodates acculturation and assimilation. Our students are furnished with opportunities to provide community service while developing an awareness of the need for social and community interaction. Sports and the arts are an essential part of each day for the students of Cunningham. It is a goal of the school to graduate intellectually competent citizens who are well-rounded and well-prepared to meet the challenges of the 21st century work force.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	W.A. Cunningham I.S.				
District:	22	DBN #:	22K234	School BEDS Code:	332200010234

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					94.2	95.3	95.6		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					96.8	96.2	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	577	612	635	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	565	594	612		60.8	60.0	75.2		
Grade 8	631	583	611						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					8	31	4		
Grade 12									
Ungraded	2	2	3	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1776	1792	1861		40	27	4		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	27	28	27						
No. in Collaborative Team Teaching (CTT) Classes	51	50	55	Principal Suspensions	186	174	161		
Number all others	37	59	62	Superintendent Suspensions	11	11	18		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	133	147	150	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	1	23	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
Overage Students: # entering students overage for grade (As of October 31)				Number of Administrators and Other Professionals			
	2007-08	2008-09	2009-10		16	19	17
	3	2	TBD	Number of Educational Paraprofessionals			
					9	4	11
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment (As of October 31)				(As of October 31)			
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
				% fully licensed & permanently assigned to this school			
American Indian or Alaska Native	0.2	0.2	0.3	100	100	100	
Black or African American	18.7	18.4	19.6	Percent more than two years teaching in this school			
Hispanic or Latino	11.0	11.6	12.0	79.8	88.3	TBD	
Asian or Native Hawaiian/Other Pacific Isl.	27.1	29.2	28.4	Percent more than five years teaching anywhere			
White	43.1	40.6	39.7	78.1	82.9	TBD	
Multi-racial	TBD	TBD	TBD	Percent Masters Degree or higher			
Male	51.8	52.2	52.1	95.0	95.0	TBD	
Female	48.2	47.8	47.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
				96.8	96.0	TBD	

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):IGS	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	✓	✓	✓				
Hispanic or Latino	✓	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✓				
White	✓	✓	✓				
Multiracial	-	-	-				
Other Groups							
Students with Disabilities	X	✓	✓				
Limited English Proficient	X	✓	✓				
Economically Disadvantaged	✓	✓	✓				
Student groups making AYP in each subject	7	9	9				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	86.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	46.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Based on ARIS data as of October 2010, over the past three years, our ELA total school scores have gone from 84.0% to 91.9% to 73.2% of all students in levels 3 and 4. The re-norming of the test forced us to look at the "gray" areas where students who might have scored on level 3 (with scale scores of 650 to the new cutoff scales scores) fell. We found that in grade 6, 17.6% of our students fell into that area; in grade 7, 19.6%, and in grade 8, 9.4% were there. This data allowed us to understand the significant apparent drop in overall school scores. Over three years, our grade 6 students went from 84.9% on/above level 3 to 95.6% to 76.5%. In grade 7, our students went from 84.4% to 93.2% to 70.9%. Grade 8 students went from 82.7 to 86.7 to 72.1.

Our English Language Learners continue to be a challenge for us. Overall, in the past three years, their proficiency levels went from 17.7% to 37.8% to 6.0%. Our grade six students went from 20.6% in 2008 to 40.5% in 2009, and plummeted to 3.4% in 2010. In grade 7, students went from 18.5% to 43.2% to 7.1%, and in grade 8 from 14.3% to 30.0% to 7.0%. We are focusing a great deal of attention to these students, particularly to those who are long term ELLs, and discovering a multitude of barriers to their progress. Many are not literate in their native languages, indicating the need for services in addition to language acquisition. Others continue to be immersed in non-English speaking cultures outside of the school, accounting for a slide in their English acquisition. These problems are significant barriers to the many efforts we have put forth to accommodate these students' learning.

Special Education showed significant progress from 2008 to 2009 (31.4% to 50.5%), but in 2010 fell to 21.7% achieving level 3 or above. Grade 6 special education students showed the largest decline, from 36.7 to 63.2 to 23.1%; grade 7 students went from 25.0 to 48.3 to 25.6%; grade 8 students showed a steady improvement from 14.3 to 31.3 to 33.3%. This remains one of two subgroups that presents a challenge for our instructors.

Between males and females, the school had narrowed the gap between the two subgroups. In 2008, 84.6% of females and 76.4% of males were on or above level 3. In 2009, the females were at 90.5% and males at 86.0%--a much smaller gap than the previous year; however, in 2010, that gap once again widened with females at 74.2% and males at 64.9%.

An analysis of our subgroups yielded the following: Asian students went from 84.0% proficiency in 2008 to 88.8% in 2009 to 74.0% in 2010. Black students went from 78.8% to 87.7% to 64.7%. Hispanic students started at 65.9% to 84.4% to 65.1%, and White students went from 82.1% to 88.9% to 69.7%.

A careful and accurate review of data for the past three years tells us that our curriculum, methodology, professional development, resources, and special programs have had a profound impact on the performance of some of our students in ELA, while we recognize that as a school community, our efforts must be beefed up and we must find ways to reach every student. Continued scrutiny and data-driven instruction with clearly defined interim goals for all students is working to improve student achievement and will continue with refinement

throughout the coming school year. Teachers must continue to develop differentiated goals and address varied learning styles. Students must have access to information by having teachers provide such through multiple sources and different styles. Technology based instruction is clearly impacting student achievement.

The English Department has redesigned curriculum maps so that more rigorous study is evident as children move from grade to grade. The gradual implementation of Common Core Standards along with our new mapping will ensure that students who move from class to class or come from outside of the school will make smooth transitions and enjoy equitable instruction.

In mathematics, for the past three years all students tested have gone from 90.5% to 94.2% to 83.6%. Our grade 6 students were at 95.2% in 2008, 95.6% in 2009, and fell to 86.8% in 2010 with the new test norms. In grade 7, those figures were 90.7%→95.6%→82.3%, the largest decline of all three grades, indicating that we need to understand why this grade is not demonstrating achievement commensurate with the others. Our grade 8 students went from 86.1%→91.4%→81.6%.

A close look at our ELLs in math tells us that this subgroup not only needs support in ELA, but in math, as well. Over the past three years, this groups went from 62.2%→75.2%→40.1%. All grades in this math subgroup experienced an increase from 2008 to 2009, but showed a significant decrease in 2010. Again, grade 7 students demonstrated the greatest drop-off.

Our subgroup of Students with Disabilities in math (overall) went from 58.1%→66.%→40.2%. Their gains in 2009 were not as significant as the rest of the school. The grade 6 students went from 73.3%→72.5→38.5%; grade 7 from 40.0%→82.8% (a huge gain)→46.2%. Grade 8 S SWDs showed the least drop off from 2009 to 2010—only 2.7% which means that we need to look at what is being done in that grade for these students and replicate it for others.

In math, our Asian subgroup went from 95.1%→ 96.9%→ 89.1%, with our seventh grade students making the least gains. Blacks students went from 85.3→85.3%→91.8→79.7% with our grade 8 students showing the least amount of progress. Hispanic students went from 81.8%→ 89.7%→75.8% with our grade 7 students showing the most progress. White students went from 92.3→94.6→84.2% with grade 7 students making the fewest gains.

Again, the gap between genders was not significant, with both groups' achievement nearly commensurate with one another. However, females are now outperforming males in math where traditionally this was the opposite.

In Grade 8 science, an examination of data from the past three years shows that achievement of our eighth graders was consistent in achieving level 3s and 4s. We began in 2008 at 75% and stayed at that mark in 2009. In 2010, we went up slightly to 77%. Our Asian students went from 82%→82%→86%, with the majority of level 4s in this ethnic subgroup. Black students went from 71%→71%→67% but the concentration of students remained in level 3, not 4. Hispanic students were at 49% in 2008—the lowest achieving ethnic subgroup in science, but jumped to 65% in 2009 and scored at 59% in 2010. White students went from 80%→75%→78%.

Our Special Education students in science went from 28%→25→38% in 2010 with 11% of those students in level 4. As our science teachers learn to differentiate for special needs individuals, students are making achievement in this discipline.

Our ELL population in science went from 32% in 2008 to 48% in 2009 to 33% in 2010. The gains made between 2008 and 2009 demonstrated that a combination of approaches yielded success. One explanation is that the new FOSS curriculum includes far more hands-on learning opportunities than the previous one; another is that teachers received extensive professional development regarding working with ELLs in the content area classrooms. We have also brought in modern technology, such as SMART boards to enhance the science classroom experience. However, we need to closely examine the drop off this year and look at what has changed in our methodology and materials.

In 2008, 66% of eighth graders achieved proficiency levels in Social Studies; in 2009 it rose to 72%, and in 2010 we are at 71%. Progress (or consistency) made in this content area can be attributed to extensive professional development opportunities to teachers, particularly in the instruction of ELLs. Almost one third of our ELLs achieved proficiency in this area.

In Social Studies, Asian students over the past three years performed as follows: from 68%-->77%-->71%; Black students from 59-->67%-->66%; Hispanics from 43%--> 54%-->56% (concentrated efforts to scaffold this ethnic subgroup are apparently working); and Whites from 73%-->71%-->72%. Students with disabilities showed progress in Social Studies going from 24%-->14%-->26%.

ELLs in Social Studies went from only 9% in levels 3 and 4 in 2008 to 29% in 2009 to 31% in 2010, 1% of which was even in level 4.

We also feel that the infusion of literacy skills into content area subjects helped students to develop better skills and to make the connection between literacy and social studies. Next year, the gradual Common Core Standards in all subject areas will help to support the students as they sharpen and apply literacy skills to tasks across the curriculum and in authentic situations.

We have done an informal assessment of the arts and are currently working with the Blueprint. Teachers are participating in professional development opportunities which will link the arts to multiple content area subjects and infuse literacy skills into their projects and performance.

Most of our classrooms are now furnished with Smartboards and other innovations such as the Student Response System, document cameras, and software that accommodate programs in core subjects and in music, photography, and film editing to promote student engagement through varied teaching styles and resources to reach their different learning channels. We have seen an improvement in grouping students according to their needs, but we must continue to support teachers in the planning of lessons that address and include learners of varying styles. Our achievements this year saw more teachers incorporating technology in their instruction which led to greater student engagement and higher student achievement. Along with the new technology arises the need for more faculty members to be trained in the myriad of uses of the equipment and programs. The need for professional development in this area is growing.

Disaggregate data from ELA Acuity show us that while our students demonstrate overall growth, the development of their critical and analytical skills (NYS Standard 3) is not commensurate with Standards 1 and 2. Therefore, our school must undertake an initiative to focus on the types of content combined with methodology and strategies that would offer students the opportunities to develop and hone such skills.

A careful analysis of our periodic assessments revealed that 93% of our students mastered the skill of making broad inferences only from passage information. 96% could determine the author's purpose in writing a text, and 91% could compare and contrast two characters' personal traits. Only 51% showed understanding of the omniscient POV or could determine the moral or universal theme. 56% could compare and contrast two elements, based on inferencing from the text. A review of the specific questions revealed that mastery of the spectrum of inferencing skills remain a challenge for our students.

Our grade 7 students were able to determine the meaning of an idiomatic expression (90%), affirming that our efforts to address idiomatic language as part of last year's vocabulary goal were effective. Students in that grade could also determine the purpose of reading a passage. However, they could not determine what supporting details are describing—inferred—a character or thing's traits (38%). Again, this data highlight that our students' inferencing skills are not developing from 6th to 7th grade.

In 8th grade, students could successfully use context clues to determine the meaning of unknown words. Again, our efforts toward vocabulary growth and acquisition proved successful. Students were weak in determining the structure or organization of passages.

That students are lagging in problem-solving and thinking skills is apparent in multiple subject areas. However, discrete critical thinking instruction and texts, in particular, may actually result in fragmentation of thinking skills. Thinking cannot be separated from content; in fact, thinking is a way of learning content. In every course, and especially in content subjects, students should be taught to think logically, analyze and compare, question and evaluate. Skills taught in isolation do little more than prepare students for tests of isolated skills. The same criticism may be made with regard to commercial thinking skills materials. However, when such materials are integrated with content, they may become effective tools for attacking real issues. Therefore, critical thinking must be practiced in each content area. Additionally, students must be engaged with new technology and resources to motivate and stimulate critical thinking.

One of our greatest achievements over the past couple of years has been to minimize achievement gaps between students both ethnically and between genders. Additionally, our faculty has embraced 21st century technology and methodology which has led to a steady incline in our State test scores.

What has proven to be a significant aid to our improvement that our faculty members are life-long learners and that they hold the belief that there is always more for them to learn and that they actively seek opportunities for professional and personal growth.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

The topic of teaching students to think while reading--critical reading--should be central to every discipline—not just the ELA classroom. Critical reading and thinking is defined as learning to evaluate, draw inferences and arrive at conclusions based on the evidence.

At Cunningham, we believe that every teacher should create an atmosphere where students are encouraged to read deeply, question, engage in divergent thinking, look for relationships among ideas, and grapple with real life issues. Therefore, our first goal is:

Goal #1:

During the 2010-2011 school year, there will be a 10% increase in the number of students in all grades who show growth in skills of critical analysis and evaluation on the New York State ELA exam as measured by the Report 5 (time/measure correlation report) on ARIS.

The NYC DOE defines Collaborative Inquiry as a practice that is “designed to develop and deepen rigorous, research based instructional strategies and frameworks.” It is “structured to promote distributed leadership which in turn leads to systemic and sustainable change. Collaborative Inquiry is a sustained process of investigation and action that empowers teachers to improve student achievement, close the achievement gap, and develop teacher leadership.”

At Cunningham, we espouse the idea that teachers must be empowered with the skills, resources, and authority to effect the kinds of changes necessary to impact on student growth. Collaborative Inquiry is one such dynamic that will enable teachers to deeply analyze the reasons for stalled or slipping academic development in students using the support and resources of their colleagues. It is our intention that the practice of Inquiry be embedded in the school culture and that the search for causes and solutions to student problems becomes common practice among our staff.

Goal #2:

During the 2010-2011 school year, 90% of Cunningham's pedagogical staff will engage in collaborative inquiry targeted to the bottom 1/3 of their students and measured by participation in small teams for the purpose of increasing student achievement of the bottom 1/3 as evidenced by their 10% growth on the NYS ELA exam.

When students are using technology as a tool or a support for communicating with others, they are in an active role rather than the passive role of recipient of information transmitted by a teacher, textbook, or broadcast. The student is actively making choices about how to generate, obtain, manipulate, or display information. Technology use allows many more students to be actively thinking about information, to make choices, and to execute skills than is typical in teacher-led lessons. Moreover, when technology is used as a tool to support students in performing authentic tasks, the students are in the position of defining their goals, making design decisions, and evaluating their progress.

The teacher's role changes as well. The teacher is no longer the center of attention as the dispenser of information, but rather plays the role of facilitator, setting project goals and providing guidelines and resources, moving from student to student or group to group, providing suggestions and support for student activity. As students work on their technology-supported products, the teacher rotates through the room, looking over shoulders, asking about the reasons for various design choices, and suggesting resources that might be used.

Goal #3:

During the 2010-2011 school year, 75% of Cunningham's pedagogical staff will integrate technology in lesson planning for the purpose of promoting higher student achievement as measured by 10% growth on the NYS ELA and math exams.

Research shows that students in technology-rich environments experienced positive effects on achievement in all major subject areas and their attitudes toward learning and their own self concepts improved consistently when computers and other technological devices were used for instruction. Opportunities for reasoning and problem solving were increased when such tool were available to them. As we are a decade into the 21st century, we should be comfortable employing the technology of the times.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA (critical/analytical skills)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010-2011 school year, there will be a 10% increase in the number of students in all grades who show growth in skills of critical analysis and evaluation on the New York State ELA exam, as measured by the Report 5 (time/measure correlation report) on ARIS.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Redesigned rigorous curricula across all subject areas stressing analytical and evaluative skills; incorporation of multi-media sources to promote critical thinking (use of computers and SmartBoards in each classroom); programs to promote critical skills, such as Mind Lab, Achieve 3000, Study Island, Acuity item banks; implementation of core curriculum standards and literacy practices in all core subjects; Introduction of literature requiring higher order analytical skills and grammatical analyses; ongoing professional development leading to modeling and explicit instruction in higher order thinking in all subject areas. Time line is September 2010-June 2011. Responsible staff includes Principal, Assistant Principals, F-status Literacy Coach, Network support staff; Professional developers from programs purchased, teachers of all content area subjects.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Professional development: Assistant Principal 0.5: \$ 67,778 F-status Literacy Coach 75 days - \$24,875 33 Teachers of English Language Arts - OTPs: classroom instruction materials (Novels, plays, grammar books) \$10,000 Achieve 3000 - \$12,875 Study Island - \$5,231</p>

Indicators of Interim Progress and/or Accomplishment

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

Acuity ITAs (2) and predictive (1); quarterly examinations in content area subjects specifically geared to writing tasks incorporating critical/analytical skills; Achieve 3000 assessments; Mind Lab assessments; Study Island weekly reports.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010-2011 school year, 75% of Cunningham’s pedagogical staff will integrate technology in lesson planning for the purpose of promoting higher student achievement as measured by 10% growth on the NYS ELA and math exams.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In order to meet our technology goal, the administration will provide ongoing professional development in the use of SmartBoards and SmartBoard lesson planning, as well as building teacher web pages on SchoolWire to enhance parent/teacher and student/teacher communication. This professional development will provide necessary skills to enhance the use of technology in the classroom. Student learning will be an integration of technology embedded into all disciplines. Read 180 and Achieve 3000 focuses on Language Arts, Rosetta Stone is used for language acquisition for our ELL’s and students learning a second language. Destination Math is a comprehensive web based math program that presents content in an animated format that is both motivational and engaging. BrainPops is another web based program that addresses cross content disciplines providing students with videos, quizzes and activities in a use friendly format. Beginning in September, 2010, classes will be programmed to use Read-180, Achieve 3000 and Rosetta Stone. At the end of the 2010 school year, teachers were trained to set up a web page that can be in place for September, 2010. Responsible staff includes principal, assistant principals, data specialist, technology liaisons, mouse squad, teachers, students, parents.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Professional Development by administrators, teachers, paraprofessional: \$65,028</p> <p>Ongoing updating and maintenance of equipment: \$27,832</p> <p>License renewal: Read 180, Achieve 3000, Rosetta Stone, Mind Lab</p> <p>PD by outside sources (Mind Lab, Achieve 3000, Scholastic, Brainpops, Destination Math): 166 hours per session for teacher’s professional development - \$6,969</p>

Indicators of Interim Progress and/or Accomplishment

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

Overview of program log-in statistics, lesson plans, pre and post online assessments, sign out logs for laptop computer carts, attendance at professional development for technology programs, sharing of SmartBoard lessons, observation of student engagement, differentiated projects using technology, increased attendance at school functions due to use of electronic communications with parents.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	112	75	19	23	15	0	3	20
7	42	17	30	69	17	0	5	21
8	52	30	24	27	9	0	4	22
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Scholastic Read 180 (small group instruction); SpellRead (5:1); Achieve 3000 (computer based assessment and differentiated instruction); Study Island (web-based instruction, practice, assessment, and reporting to enable students to meet State standards; 37 ½ minutes extended day small group instruction and tutoring; one-to-one tutoring; homework helper (1:1); Great Source writing program; SETSS (small class size); CTT (13:1); ERSSA (small group); Test preparation programs including Aim Higher, Continental Press, Rally; individual conferencing with students; promulgation of class, group, and individual goals; Saturday Academy; Specialized HS prep courses; Yearbook; Journalism; Saturday Academy for ELLs.
Mathematics:	Study Island; Destination Math (school wide); 37 ½ minutes small group instruction employing Continental Press; technology-based instruction using Smartboards; Mind Lab to promote problem solving skills (across subject areas); after-school programs using Options “Buckle Down” program; NYS Coach; Breakaway Math; Kaplan Keys; Specialized HS math courses; peer tutoring; one-on-one tutoring; Homework Helper; Math Olympiad; Math Counts; Saturday Academy for ELLs.
Science:	Peer tutoring (daily); one-to-one tutoring (teachers’ professional assignments); small group instruction (daily); FOSS curriculum contains differentiation and scaffolding; multiple intelligences lab activities; project-based inquiry offsite experiences (periodically); 37 ½ minutes extended day tutorials; homework helper; Science Olympiad; Robotics.
Social Studies:	Peer tutoring (daily); one-to-one tutoring; small group instruction (daily); literacy-based content area curriculum with differentiation for achievement levels and ELLs; 37 ½ minute extended day instruction and tutorial; homework helper; public speaking and debate; Model UN
At-risk Services Provided by the Guidance Counselor:	Individual counseling services; group counseling; outside referrals to specialists/agencies; student conflict mediation; pre and post suspension counseling; academic/grade counseling; identification of academic needs for at-risk academic services; Pupil Personnel Committee meetings (weekly); parent high school counseling; career guidance; bully identification/intervention/prevention; gang violence identification/intervention/prevention; ACS referrals; parent conferences (all ongoing).
At-risk Services Provided by the School Psychologist:	Conferences with teachers and other school personnel; Pupil Personnel Committee; generate suggestions related to intervention strategies based upon students’ individual needs within the least restrictive environment; counsels one at-risk student.

At-risk Services Provided by the Social Worker:	ERSS; counseling; student-parent conferences; representation on PPC, IEP committees; classroom observation; consultative and support services to student, parents, and school personnel.
At-risk Health-related Services:	Adaptive Physical Education; occupational therapy; eye testing; fitness grams; speech and hearing; parent workshops on childhood diseases, asthma, blood-borne pathogens.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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

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

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

Section I. Student and School Information

Grade Level(s) 6,7,8 Number of Students to be Served: 150 LEP _____ Non-LEP _____

Number of Teachers 4 Other Staff (Specify) 1 Educational Paraprofessional

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Our school's supplemental instructional program is aimed at meeting the needs of those ELL students who are at the lowest level of English proficiency and Level 1 and 2 in math. We will employ the services of an F-status ELL specialist to service students who are new immigrants and long term ELLs. We will create a "Saturday Academy" for ELL students in which we will use the Rosetta Stone program to provide language acquisition strategies for our student. We will use aforementioned instructional strategies to improve students' reading, writing, and math skills. Participation will enable the students to improve their standardized test results (NYSESLAT, ELA, and Math) and achieve the educational standards in a timely manner.

After conducting a needs assessment of our ELL students and an extensive examination of data, the following needs were identified:

- Limited academic English proficiency
 - Poor reading comprehension ability
 - Low scores on reading and math assessment
 - Limited content area vocabulary
-
- Instructional programs for students and professional development for teachers are based on CALLA Instructional Model developed by Anna Uhl Chamot and Michael O'Malley. Their research has been proven to meet the academic needs of students learning English in American schools. Scaffolding and sheltered instruction are the focal points of our school's ELL methodology. Teachers modify their use of English to teach core subjects (math, science, social studies, ELA) in order to ensure that the material is comprehensive to learners and that it promotes English language development.
 - Teaching mathematics to ELL students in our school is based on the idea of providing the necessary support to acquire academic language to understand word problems. Following sheltered instruction methods, teachers use modeling, demonstrations, visual and tactile tools, and graphic organizers to make academic instruction comprehensive for students with varying proficiency levels in language.
 - Scaffolding approaches are used extensively for low-functioning ELL students who score at the beginners level on NYSESLAT or the Fall Lab. As learners are able to demonstrate strategic behaviors in their own learning activities, the scaffolding is gradually removed, thus transferring more autonomy to the student. According to CALLA, students develop academic skills through cognitive activities in which comprehension is aided by contextual supports and the acquisition of content is guided by scaffolded instruction. Participation in supplemental programs will ensure that the identified needs of our ELL students will be successfully met.

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

Ongoing professional development for teachers servicing ELL students both as classroom or pull-out teachers continues this year. Teachers will work with the school’s f-status Literacy Coach to continue to create best practices for their student populations and with the school’s Data Specialist to learn to effectively use data to drive instruction and provide differentiation. Workshops offered by the CFN 605 will be attended by one or more members of the department and then turn-keyed to the others. The Assistant Principal of the department will continue to turn-key workshops she attends. Off-site workshops offered by OIT (Protraxx), CITE, WestEd, NCTE, QTEL, and other providers of ELL professional development will be attended as the opportunities arise. Teachers will continue to share and model best practices in ELL instruction in planning meetings, department meetings, and faculty meetings. Intra-visitiation among teachers will take place. The F-status ELL specialist will conduct workshops for teachers of ELL students. Teachers will meet during professional periods for reflection and planning. Ongoing meeting with coaches will take place to learn how to monitor the progress of ELL students using summative and formative assessments.

Section III. Title III Budget

School: W.A. Cunningham IS 234 BEDS Code: 332200010234

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	3,942	79 hours of per session for ESL and General Ed teacher to support ELL Students: 79 hours x \$49.89 (current teacher per session rate with fringe) = \$3,942) 65 days F-status teacher for supplementary ESL services
- Per session		
- Per diem	21,558	
Purchased services		
- High quality staff and curriculum development contracts.		
Supplies and materials		
- Must be supplemental.		
- Additional curricula, instructional materials. Must be clearly listed.		
Educational Software (Object Code 199)		
TOTAL	\$25,500	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - a. Reviewed home language surveys
 - b. Reviewed ATS report (RPOB)—Place of birth/home language indicator report
 - c. Parent needs assessment inventory

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

The needs assessment identified 42 languages other than English. They are Albanian, Amoy, Arabic, Azerbaijani, Bengali, Burmese, Chinese, Cantonese, Cebuan, Dari, Farsi, Persian, Haitian Creole, French, Georgian, Greek, Hausa, Hebrew, Hindi, Ibo, Khmer, Korean, Lithuanian, Macedonian, Mandarin, Pashto, Philipino, Punjabi, Polish, Portuguese, Russian, Serbo-Croatian, Shluh, Slovenian, Spanish, Tamil, Tibetan, Turkish, Urdu, Ukrainian, Uzbek, Vietnamese.

Findings were reported to the School Leadership Team, Parents' Association monthly meetings, and Title I meetings

Part B: Strategies and Activities

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

Parent letters regarding conferences, workshops, Title III programs, monthly newsletters and school notices will be translated through school staff and the Office of Translation and Interpretation. Parent information packet and curriculum standards will be contracted out to the Office of Translation and Interpretation. Written translation will provide non-speaking parents the same opportunities provided to English speaking parents. Through a home-school partnership, we will be able to work towards academic progress.

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

Oral translation will be provided by school staff for the major identified languages (Russian, Chinese, Urdu, and Spanish). For the purposes of state assessments, oral interpretation will be contracted out to an outside vendor. Announcements will also be made through School Messenger in the four identified languages above.

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

Parental notification will be made through written translations provided by the school and/or outside vendor. Oral interpretation will be provided by paraprofessionals, teachers, parent volunteers, and other school staff members.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	1,261,037	508,380	1,769,417
2. Enter the anticipated 1% set-aside for Parent Involvement:	12,610	5,084	17,694
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	63,052	*	
4. Enter the anticipated 10% set-aside for Professional Development:	126,104	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100% _____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

NA

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement

activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

School-Parent Involvement Policy:

Please be advised that W.A. Cunningham I.S. 234 will meet the mandate to:

1. Provide an annual meeting for parents of participating students by:

Organizing a “Breakfast” in September, September 26th, 2010, for incoming 6th grade parents and students orientating them to the school regulations and policies and 6th grade curriculum. Organize a “Back to School Night” in September sending home notification with students, displaying the date on the school marquee, telephone calls via School Messenger and email from the Parent Coordinator.

2. Provide parents an organized, on-going and timely way to become involved in the planning, review and improvement of TITLE I programs by:

Attending School Leadership Team meetings, Curriculum planning, Parents’ Association meetings, TITLE I meetings, and Regional Parent Advisory Committee Meetings.

3. Provide parents with timely information about programs – including school Performance profiles, individual student assessments, a description of the curriculum, assessment, and opportunities for parent involvement by:

Posting information on the school website, providing access to on-going assessment results, providing parents with passwords to access individual assessment information, access to the school report card, parent-teacher conferences, and providing the Parent Coordinator with necessary information. Informative workshops decided by the parents through the school’s parent survey.

4. Provide for a jointly developed school-parent compact by:

Meeting with key personnel of parent committees, School Leadership Team, UFT Chapter Leader and UFT Consultation Committee Meeting.

5. The name of our school's representative to the District's Title I Parent Advisory Committee is: **Shari Puntorno**

W.A. Cunningham will:

- **Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.**
- **Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.**
- **Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.**
- **Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.**
- **Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.**
- **On request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Team. This policy was adopted by W.A. Cunningham I.S. 234 on June 8, 2010 and will be in effect for the period of September 8, 2010-June 26, 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 23, 2010.

SCHOOL-PARENT COMPACT

W.A. Cunningham I.S. 234 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during the 2010-2011 school year.

School Responsibilities

Cunningham will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student achievement standards as follows:**

Cunningham I.S. 234 aligns all instructional programs with the New York State Learning and Performance Standards. We uphold the Nine Principles of Learning. We encourage cooperative learning and a collaborative approach toward planning. We look at the "total" child in our assessments – not just the academic piece. We provide opportunities for children to develop tolerance, empathy, and compassion. We uphold rigorous academic and social standards and take a collaborative approach to educating all children placed in our care.

- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - **Quarterly report cards (November, February, April, and the last day of school)**
 - **Parent-teacher conferences – 2 times a year (November & February)**
 - **Interim Assessments – 3-5 times a year**
 - **Progress Reports – 4 times a year (middle of each marking Period)**
 - **All parent notices will be made available in several languages.**
 - **Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held November and February.**

- Solicit parent and community input through meetings, interviews, questionnaires, surveys, etc., regarding the education of the students it serves.
- Offer training sessions/workshops on diverse topics and issues to parents and community members.
- Provide parents reasonable access to staff: specifically, staff will be available for consultation with parents as follows: daily by appointment.
- Provide students with opportunities to resolve conflicts in positive, non-violent ways.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Supporting my child's learning by making education a priority in our home by:
 - Making sure my child is on time and prepared everyday for school
 - Monitoring attendance
 - Talking with my child about his/her school activities everyday
 - Scheduling daily homework time
 - Providing an environment conducive for study
 - Making sure that homework is completed
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Participating in school activities on a regular basis
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- Communicating positive values and character traits, such as respect, hard work, and responsibility
- Respecting the cultural differences of others
- Helping my child accept consequences for negative behavior
- Being aware of and following the rules and regulations of the school and district
- Supporting the school's discipline policy
- Express high expectations and offer praise and encouragement for achievement
- Completely filling out the parent survey and returning it back promptly.

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve the State's high standards. Specifically, we will:

- Come to school ready to do our best and be the best.
- Come to school with all the necessary tools of learning – pens, pencils, books, etc.
- Listen and follow directions.
- Participate in class discussions and activities.
- Be honest and respect the rights of others.
- Follow the school's dress code.
- Follow the school's/class' rules of conduct.
- Do our homework every day and ask for help when we need to.
- Study for tests and assignments.
- Read at least 30 minutes every day outside of school time.
- Use the library to get information and to find books that we enjoy reading.
- Give to our parents or to the adult who is responsible for our welfare all notices and information we receive at school every day.
- Use appropriate language towards faculty and staff.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. **A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.**

See pages 11-14 of this document.

2. **Schoolwide reform strategies that:**
 - a) **Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.**
 - b) **Use effective methods and instructional strategies that are based on scientifically-based research that:**
 - **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**
 - **Help provide an enriched and accelerated curriculum.**

- **Meet the educational needs of historically underserved populations.**
- **Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.**
- **Are consistent with and are designed to implement State and local improvement, if any.**

Instructional Strategies:

- a. Creation of curriculum maps based on standards and student data
- b. AIS programs (including SpellRead, Read 180, Achieve 3000, Destination Math, Carnegie Learning)
- c. Test Preparation programs (Continental Press, Kaplan, AIM Higher, Rally, Buckle Down)
- d. Conferencing
- e. Guided reading groups
- f. Goal setting by teachers and students
- g. Cooperative learning
- h. Habits of proficient readers
- i. Explicit teaching of study skills
- j. Literacy-based teaching in Social Studies and Science
- k. Inquiry-based learning opportunities
- l. Differentiation of instruction
- m. Technology-infused learning (laptops, Smartboards)
- n. Integration of programs (Robotics, cartooning, drama, photography, Model UN, EconBowl, yearbook and newspaper to support ELA skills)
- o. Acceleration programs: Integration algebra, geometry, earth science, and living environment
- p. American Globe Theatre
- q. Ballet Hispanico

Extended Time:

- Additional ELA and math periods
- 37 ½ minutes small group instruction
- One to one tutoring
- Saturday Academy

School Support Services

- Counseling
- Speech and Language
- Hearing
- Occupational Therapy

- Physical Therapy
- Adaptive Physical education
- Health Services
- Drug prevention and intervention

3. Instruction by highly qualified staff.

100% of our teachers are highly qualified and certified in their license area. They receive ongoing staff development by an f-status literacy coach and a part-time math coach and by Assistant Principals, all of whom are veteran teachers in their respective fields. Our teachers attend workshops through both the DOE and professional organizations and learn the newest strategies in their content areas.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Administrators attend professional development from the ICI on a continual basis. Teachers are offered authentic opportunities to learn strategies, skills, and content which will enable them to provide optimal services for student achievement. Our Data Specialist and Inquiry Team members offer ARIS training for data-driven instruction. Teachers attend professional development workshops, demonstrations, conferences, inter and intra visitations, peer coaching, study groups, inquiry team change strategies, teacher center, professional library and have access to an f-status literacy coach and full-time math coach/data specialist. See action plans.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We are not a high need school.

Strategies used in the past and expected to continue in 2010-11 include:

- Teachers will be assigned to their area of certification consistent with State regulations.
- Providing options/methods for teachers who are not highly qualified to become so through conversion programs and utilizing the school's 5% Title I set-aside.
- Teachers will be encouraged to use online HOUSSE to demonstrate subject matter competency.
- Ensuring that parents are notified when a non-highly-qualified teachers teaches their child for more than four consecutive weeks.
- Using innovative recruitment methods to recruit shortage-area teachers, like NYC teaching Fellows (<http://www.nycteachingfellows.org>)
- Join NY's Brightest: Teach NYC, STEP (Summer Teaching Experience Program), Science Immersion Teaching Fellows program to attract individuals with science backgrounds to teach in NYC public schools (based on our successful Math Immersion program), focusing national/international recruitment strategies on locations able to source shortage-area candidates.
- Beginning the staffing process earlier, which The New Teacher Project has shown improves teacher quality, assisting uncertified teachers in gaining certification through one-on-one counseling sessions.
- Supporting new teachers through a New Teacher Mentoring Program, coaches and lead teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

Increase parental participation through the following activities: Parent workshops, Collaboration with 21st Century CBO's (Counseling in Schools and The Leadership Program, meetings, conferences, cultural events, parent-teacher conferences, newsletters, parent library and family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Department and faculty conferences, planning sessions, School Leadership Team, Inquiry Teams, professional development workshops, AIS team, Pupil Personnel Intervention Team, and Professional Development Team.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include

measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See AIS appendix, action plans, and implications for instruction. AIS Team meetings and Pupil Personnel Intervention Team meetings. Students are referred immediately.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Violence prevention, Respect and Protect, Peer mediation and conflict resolution, Connect with Kids, Family Life Theatre, Lee Cantor's Assertive Discipline, Fitnessgram, Healthsmart, Substance Abuse Prevention intervention Services

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
Not applicable
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education

Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			1,261,037	✓	17-21,24,29,36-39
Title I, Part A (ARRA)	Federal	✓			508,380	✓	17-21,24,29,36-39
Title II, Part A	Federal						
Title III, Part A	Federal	✓			25,500	✓	26-28
Title IV	Federal						
IDEA	Federal	✓					17-21,24,26-28,29,36-39
TAX LEVY	Basic	✓			6,968,381	✓	17-21,24,26-28,29,36-39

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

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

- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

10. Ensure that planning for students served under this program is incorporated into existing school planning.

11. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

12. Coordinate with and support the regular educational program;

13. Provide instruction by highly qualified teachers;

14. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

15. Provide strategies to increase parental involvement; and

16. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURRE schools must complete this appendix.

SURRE Area(s) of Identification: _____

SURRE Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

3 students

2. Please describe the services you are planning to provide to the STH population.

- Supplementary academic programs will be offered before, during and after school and educational support services
- Transportation once the student is permanently housed
- Basic/emergency supplies
- Outreach efforts to identify the STH population and help them
- Extended library hours
- Counseling services
- Parental involvement

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. 234 Arthur W. Cunningham					
District:	22	DBN:	22K234	School		332200010234

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.2	95.3	95.6
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		96.8	96.2	96.4
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	612	635	600	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	594	612	634		60.8	75.2	72.8
Grade 8	583	611	613				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		8	31	39
Grade 12	0	0	0				
Ungraded	3	3	3	Recent Immigrants - Total Number:			
Total	1792	1861	1850	(As of October 31)	2007-08	2008-09	2009-10
					40	27	4

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	28	27	31	Principal Suspensions	186	174	161
# in Collaborative Team Teaching (CTT) Classes	50	55	66	Superintendent Suspensions	11	11	18
Number all others	59	62	62				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	114	111	108
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	16	19	11
# receiving ESL services only	147	150	TBD				
# ELLs with IEPs	1	23	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals	9	4	16
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	2	19	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	79.8	88.3	97.2
				% more than 5 years teaching anywhere	78.1	82.9	92.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	95.0	95.0	97.2
American Indian or Alaska Native	0.2	0.3	0.3	% core classes taught by "highly qualified" teachers	96.8	96.0	98.7
Black or African American	18.4	19.6	19.0				
Hispanic or Latino	11.6	12.0	12.4				
Asian or Native Hawaiian/Other Pacific	29.2	28.4	29.5				
White	40.6	39.7	38.8				
Male	52.2	52.1	51.5				
Female	47.8	47.9	48.5				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:				NR	
Overall Score:	54.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.3						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN/605	District 22	School Number 234	School Name Cunningham
Principal Susan Schaeffer		Assistant Principal Lyril Thomas	
Coach Ellen Yudow/ELA		Coach Denise Rothman/ Math	
Teacher/Subject Area John Kalfas/ESL		Guidance Counselor Katherina Karides	
Teacher/Subject Area Linda McLean		Parent	
Teacher/Subject Area Rozina Rakitin-ESL Coordinator		Parent Coordinator Marjorie Guttenplan	
Related Service Provider Susan Freidman		Other	
Network Leader Wendy Karp		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1853	Total Number of ELLs	150	ELLs as Share of Total Student Population (%)	8.09%
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Part II: ELL Identification Process

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

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

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

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

Cunningham I.S. 234 is a school-wide Title I School. We are located in a densely populated Brooklyn neighborhood. Our student population (1862 students) is both ethnically and socio-economically diverse. Approximately 3 percent of our students are recent immigrants and approximately 60% of our total population comes from homes where languages other than English are spoken. According to Home Language Identification Surveys, our students speak a variety of languages, predominantly from Eastern Europe (Russia), as well as Asia (China, Pakistan, India, Turkey, and Egypt), Central America and the Caribbean (Mexico, Haiti). The school employs 3 full time certified ESL teachers and one f-status certified teacher.

When students are admitted to the school, they are issued a Home Language Survey (including the informal oral interview in English) by Rozina Rakitin, a certified ESL teacher; however, if translation is not available at the time of admission, the HLIS is administered at a later date when a translator is available. Our Pupil Accounting Secretary, Ms. Fede, collects the forms and gives them to Ms. Rakitin and Mr. Kalfas to be reviewed. The Program Selection forms are stored in each child's record folder.

New arrivals to the City are administered the LAB-R by one of our certified ELL teachers (Ms. Rakitin, Mr. Kalfas, Ms. Neyman, or Ms. Szalavetz) within 10 days of admission. Parents are informed by one of the certified ESL instructors that there are three models (literature is handed out to parents explaining the three different models) for ELL students, but that the school has only the ESL program in place. Parents of newly enrolled students meet with our Parent Coordinator, Ms. Guttenplan, to further explore program selections and to receive assistance in completing forms. Translation services/communication activities are explained via video or letters. Wherever possible, onsite translators are present to communicate with parents. Parents desiring a different dynamic have the option for alternate placement.

The NYSESLAT is administered by Ms. Rakitin, Mr. Kalfas, Ms. Neyman, Ms. Szalavetz, plus the Literacy Coach, Ms. Yudow, to all students enrolled in the ESL program.

We service ELL students with explicit English as a Second Language Instruction. This is due to trends in parent letters (parents prefer ESL programs to bilingual programs; this is reflected in a review of our ELL students' BESIS Student Information History forms). Since parent choice is overwhelmingly in favor of the model we provide, alignment is commensurate with request.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)	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"/> 12 <input type="checkbox"/>
Check all that apply	

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

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

Self-Contained							1	1	1					3
Push-In							3	3	3					9
Total	0	0	0	0	0	0	4	4	4	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	150	Newcomers (ELLs receiving service 0-3 years)	95	Special Education	25
SIFE	9	ELLs receiving service 4-6 years	29	Long-Term (completed 6 years)	26

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	95	8	0	29	1	0	26	0	0	150
Total	95	8	0	29	1	0	26	0	0	150

Number of ELLs in a TBE program who are in alternate placement: 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
Spanish	0													0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	8	7					19
Chinese							2	2	6					10
Russian							16	21	10					47
Bengali														0
Urdu							5	1	7					13
Arabic							5	1	6					12
Haitian							5	0	1					6
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							16	11	16					43

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	0	0	0	0	0	0	53	44	53	0	0	0	0	150

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Cunningham I.S. 234 is a Title I school with school-wide programs. Located in a densely populated Brooklyn neighborhood, it houses an ethnically and socio-economically diverse population. Approximately 3% of the student body are recent immigrants and 60% come from homes where English is not the dominant language. 150 ELL students participate in differing instructional program models some of which are self-contained and others are pull-outs. All teachers involved in these programs are TESOL certified.

An F-status Our 150 ELL students are at various levels of proficiency. They are grouped into beginner, intermediate, and advanced programs. Groupings are based on appropriate grade level, strengths, and weaknesses as determined by NYSESLAT data, LAB-R testing results, and teacher assessment. Transitions are made based on NYSESLAT data.

Students participate in three instructional program models: self-contained, push-in, and pullout. Transitional support for ELLs reaching proficiency on the NYSESLAT includes immersion in general education classrooms with additional scaffolding by general education teachers trained with ELL methodologies. Additional support is offered during our 37 ½ minute extended day. Advanced transitional students as well as students with special needs are being serviced by means of a push-in or pull-out model. Additional instructional programs are offered after schools for ELLs in ELA and Math. None of our services currently being provided will be discontinued.

Students at the intermediate and advanced level are mainstreamed into general education classes and are supported by ESL teachers and general education teachers who have been trained in ESL methodologies. ESL and general education teachers plan collaboratively to meet the needs of our ELL students.

Students who are recent arrivals or have no or limited English skills are assigned to the same class and receive English immersion instruction supported by ELL methodology. Extended day and additional ESL services provided by an F-status ESL teacher are available to the beginner ELL students. These programs are designed to improve students' reading, writing, and math skills. Advanced transitional students as well as ELL students with special needs are being serviced by means of a push-in or pullout model.

ELLs are scheduled to receive a minimum of 180 (advanced) or 360 (beginner/intermediate) minutes of instruction per week. These 180-360 minutes provide teachers time to focus on vocabulary, grammar, reading comprehension and essay writing. Listening skills are the focus

for beginner and low-level intermediate students.

ELL specialist services our long term ELL's and SIFE students twice per week as a pull-out program. Those students are also assigned to their regular ESL and English classes. The school's curricula in all subject areas are standards-based as mandated by NYSED and NYCDOE. Other than those ELL students who are newly arrived, all students participate in the same curricula as non-ELL students.

All ELL students are mandated for the additional 37 ½ minute small group instruction. Title III after-school programs and Saturday Academy are provided for all ELL students. SIFE students and students at risk are provided with AIS which include Read 180, SpellRead, Achieve 3000, Destination Math, Rosetta Stone-a research based language acquisition program, one-to-one tutoring, and small group instruction. ELLs participate in programs designed to improve their performance on NYSESLAT, ELA, and math, and help them to achieve proficiency in a timely manner.

ELLs identified as students with disabilities will receive the same standards based instruction as other ELLs. Additionally, they will have reading instruction through the Spell Read Program, to help in developing basic reading and comprehension skills.

Rosetta Stone will be offered to all students as a means of developing and practicing reading skills at their own pace. Students will also be involved in our Saturday for ELL's. This program is designed to support and enrich the curriculum, and also to extend classroom curriculum.

The ESL self-contained classes are taught in English and are combined in a mini-school by grade and English language proficiency level. Advanced transitional students, as well as ELLs with special needs, are placed in mainstream classes and receive pull-out services. Bilingual paraprofessionals are assigned to students identified as needing such services.

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

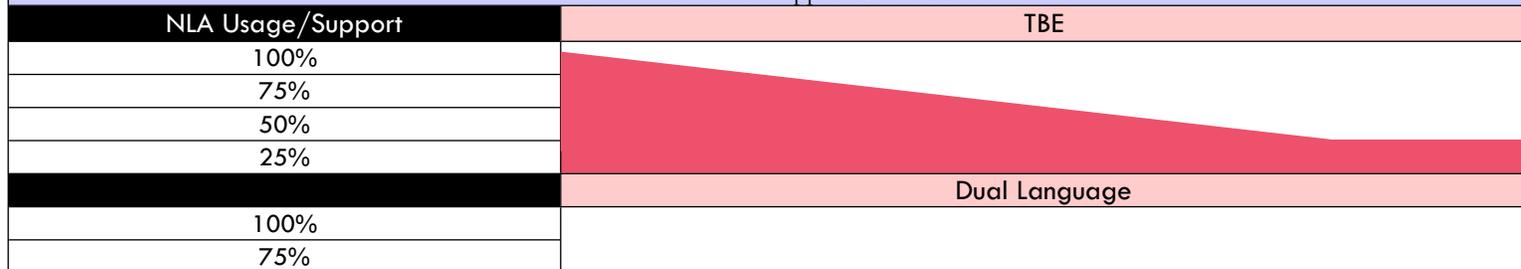
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

The ESL self-contained classes are taught in English and are combined in a mini-school by grade and English language proficiency level. Advanced transitional students, as well as some ELLs with special needs, are placed in mainstream classes and receive pull-out services. Bilingual paraprofessionals are assigned to students identified as needing such services.

Instructional strategies include, but are not limited to:

- Starting with the social language and progressing to the academic language development
- Promoting inference skills and teaching about social cues
- Using formative evaluation to carefully define the needs in the area of academic language development, i.e., content and linguistic knowledge gaps
- Approaching literacy instruction not only as reading and writing, but also speaking, interacting, valuing, and believing
- Drawing attention to cognates, where possible
- Structuring learning activities to be context rich in order to scaffold both language and content
- Activating and building background knowledge
- Using language for meaningful and authentic purposes

- Using illustrations and demonstrating extensively
- Keeping in mind that oral language skills do not always precede written language skills, encouraging students to read at their reading level and not their oral proficiency level
- Encouraging students to substitute words from their native language for unknown English words
- Establishing risk-free classrooms where diversity is respected
- Providing opportunities for students to share their native language with class
- Using drama as a learning activity
- Using read-alouds as models
- Differentiating instruction based on language level and learning style
- Using Reader's theatre
- Using "think-aloud" protocols
- Computer assisted research
- Providing collaborative projects
- Scaffolding of instructional practices and content
- Developing common underlying language proficiency
- Using critical self and peer-reflection
- Promoting successful transfer of linguistic skills from first language to English

Instructional support is offered to former ELLs reaching proficiency on the NYSESLAT. Teachers have been trained to differentiate for the ELL population by including a focus on academic language and other supports built into subject area curricula. This year, we are adding Destination Math to support our student population requiring continuity for their transition. Additionally, Achieve 3000 will be added to the ELL schedule twice weekly. Students reaching proficiency on the NYSELAT will continue to receive transitional support. They will be provided additional instruction after school in preparation for the state ELA and Math exam, and will also be given extended time on all tests.

Our schools content area instructional materials all support language and content development of ELLs. Science instruction is directed through by the FOSS program for grade 6; FOSS and SEPUP programs are used with grades 7 and 8. The Holt-Mc Dougal textbook series is used for Social Studies instruction in grades 6-8. All of these instructional materials have built in differentiation for ELLs and additional support material such as videos, hands on activities and materials that build on content and language acquisition. Our math series also have built in ELL differentiation and technology components. Adapted and original text classics are used in ELA and ESL classes. They also use the Wordly Wise vocabulary series for enrichment.

Classroom libraries are supplemented by reading material in native languages. They include grade appropriate materials across all genres. Students receive glossaries for content area vocabulary. Additionally, students use laptops, audio books, and interactive response technology for immediate assessment of understanding.

This year our ESL students are scheduled for for daily enrichment. This is in addition to their English and ESL programs. During those periods A strong focus is using technology to help students increase their proficiency levels. They will have computer time to work with Rosetta Stone and Achieve 3000. Students also use Study Island to enhance their learning in the content areas.

This year we are also offering a mixed proficiency group an opportunity to work after school on a writing module. This work will be done with content area teachers as a way to enhance and bridge the gap in content area acquisitions. At the same time students will be developing and honing their language skills.

As with all our students, our ELL's in 7th and 8th grade are instructed in french or spanish as another language.

Our ELL's are invited to all after school programs offered to our student body, they are also invited to participate in thirty-seven minutes of instruction before or after school.

Enrichment clubs and activities are open to all ELL students before, during and after school. These enrichment opportunities include: yoga, chess, debate and public speaking. Model UN, dance, yearbook, journalism, jazz band, drama, basketball, soccer, shadow boxing and creative arts, community service, 3-D Sculpture, Hip Hop to Hollywood Film Boot Camp, cheerleading, Mousse Squad, and flagfootball. The ELL periodic assessment will enable us to strategically deliver differentiated instruction to students and group them accordingly. It will further allow us to set both teacher

All students are given instructions regarding procedures for the first day of school. Students and parents of ELLs know which class their children have been assigned. Guidance Counselors are available prior to the first year of school for familiarizing students with procedures. Cunningham places newly-arrived students in a self-contained class in which they are immersed in English. Students are provided "buddy" students to familiarize them with the school and routine. An F-status ELL specialist works with these students in a pull-out model which provides reduced class size. Scaffolding for students is provided through small group instruction and one-to-one tutoring and student goals Evaluation is built into the Achieve 3000 program, Spell Read, Scholastic 180, and Destination Math. Additionally, students participate in

Acuity Interim Assessments, quarterlies, and ELL assessments which will be monitored and adjusted on a regular basis.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

Teachers of ELL 's regularly attend literacy and math professional development sessions in which modifications and adaptations for language acquisition and reinforcement are addressed. New curricula in social studies and science have "built in" ELL support. Workshops for "looking at student work" of ELLs enables teachers to constantly realign instruction according to student needs. Analyses of performance on NYSESLAT take place in ELL workshops. All teachers receive training in the use of ARIS data which leads to the formation of goals for individual students. Our four TESOL professionals have received training from WestEd Quality Teaching organization, and have participated in a series of professional development workshops specifically targeting the ELL population. When available, teachers will attend workshops offered by OIT, WestEd, QTEL, CITE, NCTE, and other providers. Strategies and activities for differentiation and academic language development include:

- Novel Ideas Only
- Think-Pair-Share
- Semantic Flower/Star
- Mind Mirror
- Double Entry Journals
- Compare/Contrast
- Essay Matrix

Staff will also utilize PD's given by the network OELL and also view and discuss student work . The Assistant Principal, Lyril Thomas, will keep a record of the attendance/participation of teachers in training sessions offered during the year. Ms. Thomas will also continue to attend study groups and workshops offered during the year by our Network. She will turn key new protocols and updates to the parent co-ordinator and secretary, who had previous training.

E. Parental Involvement

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

Cunningham's Saturday Academy and Parent Coordinator hold workshops for parents of ELLs. 21st Century Leadership Grant provides 12 workshops per year for parents of ELLs. Cultural events, literacy, math skills, and test-taking strategy workshops are offered. Literacy Institute for ELL parents is taught by a licensed TESOL teacher. Family Nights bring the school personnel and parents of ELLs together as do our multi-cultural events. Workshops are provided to help ELL parents support their children's preparation for the ELA and Math State exams. Translations of all school related communications are sent home. Paraprofessionals and teachers serve as translators. Translation

equipment is available for meetings and conferences. Professional resource books are available for ELL parents in the Parent Coordinator's office and in the school library. Parent surveys are issued periodically to continually assess needs and efficacy of services provided. From those surveys, we provide activities which meet the needs of those parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							5	4	11					20
Intermediate(I)							9	11	22					42
Advanced (A)							31	20	11					62
Total	0	0	0	0	0	0	45	35	44	0	0	0	0	124

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							3	4	2				
	I							1	4	8				
	A							24	12	11				
	P							16	15	22				
READING/ WRITING	B							5	4	9				
	I							9	11	23				
	A							24	19	11				
	P							6	1	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8	22	4		34
7	17	8	0		25
8	16	7	2		25
NYSAA Bilingual Spe Ed	2				2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	7		18		16		3		44
7	7		18		8		2		35
8	16		20		5		3		44
NYSAA Bilingual Spe Ed									0

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

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

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

New York State Regents Exam

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

Native Language Tests

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

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

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

Paste response to questions 1-6 here

An analysis of the NYESLAT modalities indicate the following :

Grade 6 - Over 50% of students tested at the advanced level in both reading/writing (RW) and speaking/listening (SL); 36% tested at proficiency in SL compared to 13% proficiency in RW.

Grade 7- Over 50% of students tested advanced in both RW and SL; 42% tested proficient in SL compared to less than 1% testing at proficiency in WR.

One particular area that stands out about our ELLs that we have learned from our periodic assessments is that vocabulary development is an area of concern, with particular attention to figurative language and academic usage of words.

The ELL periodic assessment will enable us to strategically deliver differentiated instruction to students and group them accordingly. It will further allow us to set both teacher and student goals which will be monitored and adjusted on a regular basis. The data from the periodic assessment will be shared with the content area teachers so that they too can address the academic needs of the students as evidenced by the data.

There is no significant difference in the way ELLs are faring in math tests taken in English as compared to their native languages.

Periodic assessments provide data to administrators and teachers with specificity regarding the skills in which students show strengths and weaknesses. Like all of our instructors, ELL and general education teachers analyze the data from the periodic assessments and target their lessons to meet the needs of the students. Data-driven instruction is becoming the norm at our school.

The native language is used to aid instruction in the classroom. Students use native language dictionaries and glossaries to help in the development of concepts and skills while they are learning the new language.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

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