



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : W.A. CUNNINGHAM IS 234

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 22k234

PRINCIPAL: SUSAN SCHAEFFER **EMAIL:** SSCHAEF@SCHOOLS.NYC.GOV

SUPERINTENDENT: LINDA WAITE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Susan Schaeffer	*Principal or Designee	
Joan Gleicher	*UFT Chapter Leader or Designee	
Shari Puntorno	*PA/PTA President or Designated Co-President	
Joanne Matteo	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Bonnie Steinbach	Member/ CSA	
Gina Sylvan Noel	Member/ UFT	
Romy Pomerantz	Member/UFT	
Linda Peterson	Member/UFT	
Cindy Haskel	Member/UFT	
Ilene Marcus	Member/parent	
Mary Nolan	Member/parent	
Kathleen Cash	Member/parent	
Ursula Edwards	Member/parent	

Diana Esquivel	Member/parent	
Natalie Cazeau	Member/parent	
Audrey Donohue	Member/parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2012, the ELL student group will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at levels 3 & 4 on the NYS ELA assessment.

Comprehensive needs assessment

□ On the NYS ELA, English language learners went from 37.8% in 2009 to 6.0% in 2010 and 2.6% in 2011—the most significant drop of all of the subgroups. There are several possible reasons why ELLs struggle in school. Some live in households with high sustained poverty despite the fact that our school is located in a middle class residential area. Some have moved from one school or district at least once during the school year. Some travel back and forth from their “home” country without regard to missed formal education. Because of the high volume of immigration to this neighborhood, often our ESL classes have a large number of students, and their parents are often ill-equipped to support the efforts of their teachers. But most importantly, many recent arrivals have limited formal schooling and have not developed literacy in their primary language.

Other students have been schooled in the United States all throughout elementary school, but even as they enter our middle grades, they have not developed adequate literacy skills or academic concepts in either their first language or in English. This group of students will be part of our target group for the 2011-12 school year.

ELLs must acquire academic English and subject area vocabulary to succeed academically. Our data show that a number of students who have been ELLs for four or more years are still not showing the academic achievement necessary for them to succeed in high school or beyond. Therefore, one of our objectives must be to focus on supporting this subgroup by attempting to meet their needs.

An analysis by strand of the 2011 NYSESLAT shows us that these students need more support specifically in reading and writing than in listening and speaking. This is additionally supported by ARIS data from the 2011 ELA by looking at a breakdown of content strands.

The school has just been identified as an improvement year 1 focused school for K-8 ELA for the SWD and LEP subgroups. This demonstrates the need for this goal.

Instructional strategies/activities

Target Population: Teachers of English Language Learners and ELL students.

Implementation Timeline: September 2011-June 2012

- Data workshops to enable teachers to identify ELLs
- Rewards Program: Research based reading & vocabulary intervention program
- Title I funding for 1 period weekly meeting for thematic approach for ESL and gen ed teacher
- Teacher training and management (Title 1 funding)
- 37 ½ minutes will be used to scaffold content-area materials
- Increased collaborative activities in content area classrooms
- Inquiry groups will include ELLs in their target students and effect “change strategies” to scaffold their learning
- ELLs matched with “buddy” student
- Long term ELLs will have 5 periods of ESL instruction in addition to their regular ELA classes
- Use of Achieve 3000 for nonfiction content scaffolding
- Rosetta Stone for bilingual support
- 37 ½ minutes peer tutoring

- One-two inquiry groups to focus exclusively on these struggling students
- 21st Century grant to support academic enrichment to foster student achievement
- ESL workshops for parents
- Use of graphics, gestures, multi-media tools, and Internet to support learning

Responsible Staff Members: Principal, Assistant Principals, Literacy Coach, Librarian, Data Specialist, teachers, F-status ESL teacher, PD trainers of Rewards Program and Achieve 3000, Collaborative Inquiry group members, Network 605 personnel, Parent Coordinator

Strategies to increase parental involvement

- Cunningham will host a curriculum night and create a parent resource library in A105 and room 161 with user-friendly instructional materials and guides.
- Conduct parent workshops to include grade level curriculum and assessment expectations; literacy; accessing community and support services; technology training to build parent's capacity to assist their children at home.
- The school will create and distribute a parent handbook that is translated in all the dominant languages and available on the school's website.
- Parents will be trained on how to use ARIS Parent Link.
- The Parent Coordinator and other staff will attend regularly scheduled parent meeting to share information and respond to parent questions and inquiries.
- Parent orientation for ELL parents and SWD
- Parent literacy classes for parents of LEP students.

Strategies for attracting Highly Qualified Teachers (HQT)

- **Administrative staff regularly attends hiring fairs to identify and recruit highly qualified ELA/ESL and other subject areas.**
- **Administrative staff works with local colleges in identifying potential talent in teaching.**
- **Mentors assigned to support struggling and new teachers.**
- **Personnel secretary will work closely with the network HR point to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines.**

Service and program coordination

- 21st Century Community Learning Center focuses on developing and improving strategies and skills in literacy, math, science, and public service programs that ELL's will need in order to ensure college and career readiness.
- ELL's will participate in our Saturday Academy to supplement their overall instructional program focusing on literacy, vocabulary acquisition and acculturation.
- A SAPIS worker was hired to support the school's efforts to improve attendance for ELL's.
- The Leadership Innovation for Education (LI_fE) project combines access to evidenced based strategies with an expanded level of professional support to align effective technology-based strategies to school improvement goals and thus improve student achievement in the core content areas. LIFE will motivate students who have grown up in a digital world to aspire toward academic excellence through the infusion of project-based learning, the development of e-portfolios to showcase and assess learning, and the acquisition of knowledge in an online learning environment. The project is also designed to meet the needs of today's students. For 21 century students of the United States to graduate and participate in the emerging global workforce they must be technologically literate
- Programs been used include Rosetta Stone, ESL Read Smart, Study Island

Budget and resources alignment

- As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding, Title I Funds, Title III, ARRA, TL NYSTL, and OASAS funds and human resources were used to implement this action plan from September 2011 – June 2012 as indicated below:
- Professional instructional materials to support curriculum development during the regular school day, e.g. TLFSF, Title I
- Consumable instructional materials for use during the extended day, e.g. Title I, Title III
- F-status ELL specialist 2 days per week to supplement instruction, e.g. Title III
- F-Status Literacy coach 2 days per week, Title I
- F-Status math coach 2 days per week, Title I
- Teacher per session to provide workshops for parents, Title I, TLFSF
- Supervisor per session to provide workshops for parents, Title I, TLFSF
- Teacher per session (2 days per week) for afterschool and Saturday programs and differentiated professional development, TLFSF, Title I
- Site license for Study Island program for ELL's, TLNYSTL

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- **By June 2012 students with disabilities will demonstrate one year's progress on the NYS ELA as measured by a 5% increase in that subgroup on the NYC 2012 Progress Report.**

Comprehensive needs assessment

- General Education students in the last three years went from 90.3 to 72.0 to 71.5%—not a significant drop in the past two years since the renorming of the test. However, our Students with Disabilities population went from 50.5 to 21.7 to 21.5—a decrease of more than 50% over the past three years. This data leads us to target this subgroup and to create a schoolwide goal to target their needs.

The school has just been identified as an improvement year 1 focused school for K-8 ELA for the SWD and LEP subgroups. This demonstrates the need for this goal.

Instructional strategies/activities

- **Activity #1:**
Professional Development: PD will be given to grades 6, 7 & 8 Collaborative Team Teachers, both general education and special education, at Columbia Teacher's College.
Target Population: teachers servicing Students with Disabilities and students in the Students with Disabilities subgroup.
Responsible Staff Members: Teacher's College Trainers
Implementation Timeline: September 2011-January 2012

- **Activity #2**
Extended day small group instruction, Study Island, Achieve 3000
Professional Development: PD in strategies for differentiation of instruction, use of graphics, multi-media and technology (Study Island, Achieve 3000, etc.) to support learning, and explicit vocabulary instruction.
Target Population: All teachers, paraprofessionals, and Related Service Providers of SWD's, ELL's and former ELL's.
Responsible Staff Members: Literacy and Math Coach, Assistant Principals
Implementation Timeline: September 2011-June 2012

- **Activity #3**
Professional Development: PD using multiple data sources to drive instruction
Target Population: teachers and Related Service Providers servicing Students with Disabilities and students in the Students with Disabilities subgroup
Responsible Staff Members: Data Specialist and Core Inquiry Team Members
Implementation Timeline: September 2011- June 2012

- **Activity #5**
Professional Development: PD on development of IEP's, including the writing of rigorous SMART goals and the use of SESIS.
Target Population: Teachers, paraprofessionals, and Related Service Providers servicing Students with Disabilities and students in the Students with Disabilities subgroup
Responsible Staff Members: IEP Teacher, Network 605 Special Education Specialist
Implementation Timeline: September 2011-January 2012

- **Activity #6**
Professional Development: PD on Strategies for Struggling Readers and the use of the REWARDS program (A specialized reading and writing program that increases fluency, comprehension and supports content-area success).
Target Population: Teachers servicing Students with Disabilities and English Language Learners and Students with Disabilities and English Language Learners.
Responsible Staff Members: REWARDS trainers, IEP Teacher, Literacy Coach, Assistant Principal for SWD's and ELL's.
Implementation Timeline: August 2011-June 2012

Strategies to increase parental involvement

- Cunningham will host a curriculum night and create a parent resource library in A105 and room 161 with user-friendly instructional materials and guides.
- Conduct parent workshops to include grade level curriculum and assessment expectations; literacy; accessing community and support services; technology training to build parent's capacity to assist their children at home.
- The school will create and distribute a parent handbook that is translated in all the dominant languages and available on the school's website.
- Parents will be trained on how to use ARIS Parent Link and SESIS
- The Parent Coordinator and other staff will attend regularly scheduled parent meeting to share information and respond to parent questions and inquiries.
- Use of School Messenger to notify parents of tests, projects, and events.
- Progress reports sent quarterly with report cards
- Parent workshops on test taking strategies

Strategies for Attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified ELA/ESL and other subject areas.
- Administrative staff works with local colleges in identifying potential talent in teaching.
- Mentors assigned to support struggling and new teachers.
- Personnel secretary will work closely with the network HR point to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines.

Service and program coordination

- 21st Century Community Learning Center focuses on developing and improving strategies and skills in literacy, math, science, public service programs that Students with Disabilities will need in order to ensure college and career readiness.
- A SAPIs worker was hired to support the school's efforts to improve attendance for SWD's and supplement literacy development through the use of a research based life skills program.
- The Leadership Innovation for Education (LI^fE) project combines access to evidenced based strategies with an expanded level of professional support to align effective technology-based strategies to school improvement goals and thus improve student achievement in the core content areas. LIFE will motivate students who have grown up in a digital world to aspire toward academic excellence through the infusion of project-based learning, the development of e-portfolios to showcase and assess learning, and the acquisition of knowledge in an online learning environment. The project is also designed to meet the needs of today's students. For 21 century students of the United States to graduate and participate in the emerging global workforce they must be technologically literate
- Working with Study Island, Strategies for Struggling Students, REWARDS program, ESL Reading Smart Program, and Teacher's College to improve achievement and teacher practice.

Budget and resources alignment

- As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding, Title I Funds, Title III, ARRA, TL NYSTL, and OASAS funds and human resources were used to implement this action plan from September 2011 – June 2012 as indicated below:
 - Professional instructional materials to support curriculum development during the regular school day, e.g., TLFSF, Title I
 - Consumable instructional materials for use during the extended day, e.g., TLFSF, Title I
 - F-status ELL specialist 2 days per week to supplement instruction, e.g. Title III
 - F-Status Literacy coach 2 days per week.e.g. Title I
 - F-Status math coach 2 days per week, e.g., Title I
 - Teacher per session to provide workshops for parents, e.g. TLFSF, Title I
 - Supervisor per session to provide workshops for parents, e.g., TLFSF, Title I
 - Teacher per session (2 days per week) for afterschool and Saturday programs and differentiated professional development, TLFSF, Title I
- Site license for Study Island program for SWD's
- IEP Teacher to support implementation of SESIS, TL FSF IEP

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- **By June 2012, students in grades 6, 7, and 8 will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at levels 3 & 4 on the NYS ELA assessment as a result of focused vocabulary instruction in all content areas.**

Comprehensive needs assessment

- Over the past three years, our overall ELA score has dropped from 88.1% to 69.4% in 2010 and 68.4% in 2011. Our grade 6 went from 91.7 to 73.0 to 74.7—the only increase in grades from last year to this year. Grade 7 went from 89.9 in 2009 to 67.8 to 65.6%. Our grade 8 students once again proved to be our lowest achievers commensurate with citywide findings. They went from 82.6 to 67.1 to 65.2%.

As research shows that vocabulary acquisition is the single most significant determinant in reading comprehension, we will focus on strategies to build students' vocabularies.

Instructional strategies/activities

Activity #1

Professional Development: PD during faculty conferences, department meetings, and grade meetings on vocabulary strategies to embed in instruction.

Target Population: All content area teachers and all students

Responsible Staff Members: Principal, Assistant Principals, Literacy and Math Coach

Implementation Timeline: September 2011-June 2012

Activity #2

Professional Development: The creation of a professional library of vocabulary strategies

Target Population: All content area teachers

Responsible Staff Members: Literacy coach

Implementation Timeline: September 2011-January 2012

Activity #3

Incorporating a schoolwide vocabulary strategy of the week to be embedded into classroom instruction across all content areas.

Target Population: All content area teachers and all students.

Responsible Staff Members: Literacy coach, Assistant Principal of Literacy

Implementation Timeline: December 2011-June 2012

Activity #4

Professional Development: PD for Social Studies content area strategies for comprehension

Target Population: Social Studies teachers

Responsible Staff Members: Dr. Anita Archer

Implementation Timeline: December 2011-June 2012

Resources: REWARDS program, Achieve 3000, Study Island, Wordly Wise Vocabulary Series, Rosetta Stone

Strategies to increase parental involvement

- Providing materials and training in strategies and skills in literacy, math, science, public service programs that students will need in order to ensure college and career readiness.
- Parents will be trained on how to access ARIS, Acuity, Study Island
- Progress reports
- Parent-teacher conferences
- Open School Week
- Parent monthly newsletter
- Middle Years monthly publication
- School newspaper
- Saturday Academy for ELL's and Students with Disabilities
- Engrade
- School website
- NYS Exam Parent workshops

Strategies for attracting Highly Qualified Teachers (HQT)

- **Administrative staff regularly attends hiring fairs to identify and recruit highly qualified ELA/ESL and other subject areas.**
- **Administrative staff works with local colleges in identifying potential talent in teaching.**
- **Mentors assigned to support struggling and new teachers.**
- **Personnel secretary will work closely with the network HR point to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines.**

Service and program coordination

- 21st Century Community Learning Center focuses on developing and improving strategies and skills in literacy, math, science, public service programs that students will need in order to ensure college and career readiness.
- A SAPIS worker was hired to support the school's efforts to provide intervention/prevention counseling and supplement literacy development through the use of a research based life skills program
- The Leadership Innovation for Education (LI/E) project combines access to evidenced based strategies with an expanded level of professional support to align effective technology-based strategies to school improvement goals and thus improve student achievement in the core content areas. LIFE will motivate students who have grown up in a digital world to aspire toward academic excellence through the infusion of project-based learning, the development of e-portfolios to showcase and assess learning, and the acquisition of knowledge in an online learning environment. The project is also designed to meet the needs of today's students. For 21 century students of the United States to graduate and participate in the emerging global workforce they must be technologically literate.
- REWARDS program, Achieve 3000, Study Island, Wordly Wise vocabulary Series, Rosetta Stone

Budget and resources alignment

- As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding, Title I Funds, Title III, ARRA, TL NYSTL, and OASAS funds and human resources were used to implement this action plan from September 2011 – June 2012 as indicated below:
- Professional instructional materials to support curriculum development during the regular school day, e.g., TLFSF, Title I
- Consumable instructional materials for use during the extended day, e.g., TLFSF, Title I

- F-Status Literacy coach 2 days per week, e.g., Title I
- F-Status math coach 2 days per week, Title I
- Teacher per session to provide workshops for parents, e.g., TLFSF, Title I
- Supervisor per session to provide workshops for parents, Title I, TLFSF
- Teacher per session (2 days per week) for afterschool and Saturday programs and differentiated professional development, e.g. TLFSF, Title I
- Site license for Achieve 3000, e.g., TL NYSTL
- Site license for Study Island, e.g. TL NYSTL

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- By June 2012, the school will increase the efficiency of its parent communication concerning student academic achievement by 15% as measured by indicator #7 on the parental communication section of the NYC Learning Environment Survey.

Comprehensive needs assessment

- The parental component of the NYC Learning Environment Survey revealed that 18% of parents are dissatisfied with the communication and academic achievement of their child. Keeping parents informed about their child's academic achievements is one of the most integral responsibilities of a school. Our school uses a number of tools to communicate with parents, but it is clear that new methods of communication can be introduced, and the other methods can be used more frequently.

Instructional strategies/activities

Activity #1

Professional Development: PD on accessing multiple data resources

Target Population: parents of Cunningham students

Responsible Staff Members: Data specialist, Parent Coordinator, technology teacher

Implementation Timeline: September 2011-June 2012

Activity #2

Professional Development: PD on utilizing School Messenger for parental communication

Target Population: Teachers

Responsible Staff Members: Principal, Parent Coordinator

Implementation Timeline: November 2011-February 2012

Strategies to increase parental involvement

- Communicate with parents through school website, Monthly Newsletter, ARIS, School Messenger, Engrade, Progress Reports, Report Cards, email, Parent Teacher Conferences, open School Week, Quarterly Exams, student tests and homework, student planner

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified ELA/ESL and other subject areas.
- Administrative staff works with local colleges in identifying potential talent in teaching.
- Mentors assigned to support struggling and new teachers.

- Personnel secretary will work closely with the network HR point to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines.

Service and program coordination

The Leadership Program and Counseling in Schools provide parent professional development services

Budget and resources alignment

- Full time Parent Coordinator, e.g., TL Parent Coordinator
- Per session for teachers, data specialist, coaches to provide PD afterschool, e.g., TLFSF, Title I
- Per session for teachers and paraprofessionals to provide written and oral translations, TLFSF, Title I
- Postage, communications, and printing to provide ongoing outreach and information to parents, TLFSF, Title I

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	145	78	20	NA	16	3	5	8
7	208	87	20	23	8	1	6	8
8	202	102	32	42	25	2	9	4
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Rewards Program (intervention to sharpen reading and writing skills); Buckle Down; 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; 37 ½ minutes small group instruction; 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; Chess in Schools, Inc.; 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.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- **providing materials and training to help parents work with their children to improve their achievement level in literacy, math, science and the use of technology.**
- **providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children by attending SLT team professional development, and conducting parent workshops.**
- **fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by Organizing a "Breakfast" in September,, 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" including an annual Title I Parent Curriculum Conference in September for all grades, sending home notification with students, displaying the date on the school marquee, telephone calls via School Messenger and email from the Parent Coordinator.**
- **providing assistance to parents in understanding City, State and Federal standards and assessments 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. Expanding the use of School Messenger to all teachers for all classes and subjects

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; and access to translations via google docs on our school website. Weekly update via email and School Messenger, monthly newsletter and on-site translators.
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community via literacy activities such as book fairs.

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized

to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home; 21st Century Parent Workshops
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- **conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;**
- **Inviting parents to attend student performances, e.g. chorus, band, dance, multi-cultural night.**

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 22K234 **School Name:** W. A. Cunningham Intermediate School 234

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The school has just been identified as an improvement year 1 focused school for K-8 ELA for the SWD and LEP subgroups

On the NYS ELA, English language learners went from 37.8% level # & 4 in 2009 to 6.0% in 2010 and 2.6% in 2011—the most significant drop of all of the subgroups. There are several possible reasons why ELLs struggle in school. Some live in households with high sustained poverty despite the fact that our school is located in a middle class residential area. Some have moved from one school or district at least once during the school year. Some travel back and forth from their “home” country without regard to missed formal education. Because of the high volume of immigration to this neighborhood, often our ESL classes have a large number of students, and their parents are often ill-equipped to support the efforts of their teachers. But most importantly, many recent arrivals have limited formal schooling and have not developed literacy in their primary language.

Other students have been schooled in the United States all throughout elementary school, but even as they enter our middle grades, they have not developed adequate literacy skills or academic concepts in either their first language or in English. This group of students will be part of our target group for the 2011-12 school year.

ELLS must acquire academic English and subject area vocabulary to succeed academically. Our data show that a number of students who have been ELLs for four or more years are still not showing the academic achievement necessary for them to succeed in high school or beyond. Therefore, one of our objectives must be to focus on supporting this subgroup by attempting to meet their needs.

An analysis by strand of the 2011 NYSESLAT shows us that these students need more support specifically in reading and writing than in listening and speaking. This is additionally supported by ARIS data from the 2011 ELA by looking at a breakdown of content strands.

General Education students in the last three years went from 90.3 to 72.0 to 71.5%-- in the past two years since the renorming of the test. However, our Students with Disabilities population went from 50.5 to 21.7 to 21.5—a decrease of more than 50% over the past three years. Many of the students in this subgroup require differentiation in assessment and continue to struggle to reach grade level on the NYS ELA.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

For English Language Learners:

- Data workshops to enable teachers to identify ELLs
- Rewards Program: Research based reading & vocabulary intervention program
- Title I funding for 1 period weekly meeting for thematic approach for ESL and gen ed teacher
- Teacher training and management (Title 1 funding)

- 37 ½ minutes will be used to scaffold content-area materials
- Increased collaborative activities in content area classrooms
- Inquiry groups will include ELLs in their target students and effect “change strategies” to scaffold their learning
- ELLs matched with “buddy” student
- Long term ELLs will have 5 periods of ESL instruction in addition to their regular ELA classes
- Use of Achieve 3000 for nonfiction content scaffolding
- Rosetta Stone for bilingual support
- 37 ½ minutes peer tutoring
- One-two inquiry groups to focus exclusively on these struggling students
- 21st Century grant to support academic enrichment to foster student achievement
- ESL workshops for parents
- Use of graphics, gestures, multi-media tools, and Internet to support learning

For Students with Disabilities:

- PD will be given to grades 6, 7 & 8 Collaborative Team Teachers, both general education and special education, at Columbia Teacher’s College.
- Extended day small group instruction, Rewards Program, Study Island, Achieve 3000
- PD in strategies for differentiation of instruction, use of graphics, multi-media and technology (Study Island, Achieve 3000, etc.) to support learning, and explicit vocabulary instruction.
- PD using multiple data sources to drive instruction
- PD on development of IEP’s, including the writing of rigorous SMART goals and the use of SESIS.
- PD on Strategies for Struggling Readers and the use of the REWARDS program (A specialized reading and writing program that increases fluency, comprehension and supports content-area success).

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

F- status coaches (2):

Provide ongoing support to teachers in the form of

- Teacher planning
- Curriculum development
- Modeling and demonstrating lessons
- Creating resource materials
- Maintaining professional library
- Assisting teachers with using data to drive instruction
- Conducting workshops
- Conducting “lunch and learns”
- Assisting with grouping
- Research resource materials
- Providing technology resources
- Participating in webinars
- Providing information about PD’s off site
- Facilitating interclass visitations
- Working with Integrated Collaborative teaching dynamics and planning
- Assisting with differentiation
- Developing curriculum maps
- Updating pacing calendars
- Participation on core inquiry basis
- Collaboration with inquiry teams
- Working with network liaison
- Turnkey network professional development
- Implementing Chancellor’s initiatives

- Providing teachers with schoolwide data analysis from Acuity
- Conduct “looking at student work” workshops
- Classroom visits to provide teachers with objective lenses to modify teaching practices

- Best practices workshops conducted by teachers for teachers
- F-status ELL specialist to provide services for students and to model best practices for teachers
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during the extended day
- Teacher per session to provide workshops for parents
- Teacher per session (2 days per week) to afterschool and Saturday programs and differentiated professional development

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

School-based mentoring program: Mentors are our f-status literacy and math coaches, who collectively have more than 60 years of teaching experience. Mentoring is conducted a minimum of two periods per week, and mentees have access to coaches as needed. Support includes both in-classroom and one-to-one conferences. Mentors use a variety of strategies to support new teachers including:

- Introducing and orienting new teachers to the school
- Assisting the new teachers with identifying school and community resources
- Assisting teachers with the development of classroom rules and routines
- Assisting the teachers with classroom management
- Assisting the teachers with the ICT dynamic
- Assisting with lesson planning, modifications, and differentiation
- Showing teachers how to use data to drive instruction
- Assisting with the alignment of lessons to standards
- Working with the teachers in their classroom (weekly classroom visits)
- Modeling and conducting demonstration lessons
- Arranging reciprocal classroom visits
- Assisting teachers in developing short and long term goals
- Assisting with effectively communicating with parents
- Assisting with understanding and complying with clerical responsibilities

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.

- Parent Notification Letter
- Parents’ Association meetings
- Parent Coordinator newsletter
- School Leadership Team
- School messenger
- Parent workshops in technology
- Parent workshops in test taking strategies
- Translations available in Google Docs; staff members provide translations

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Wendy Karp	District 22	Borough Brooklyn	School Number 234
School Name W. Arthur Cunningham			

B. Language Allocation Policy Team Composition [?](#)

Principal Susan Schaffer	Assistant Principal Lyril Thomas
Coach Ellen Yudow/ELA	Coach Denise Rothman/Math
ESL Teacher John Kalfas	Guidance Counselor Katerina Karides
Teacher/Subject Area Linda Mc Lean/Math	Parent Yusofov
Teacher/Subject Area type here	Parent Coordinator Marjorie Guttenplan
Related Service Provider Susan Freidman	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	4	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1872	Total Number of ELLs	130	ELLs as share of total student population (%)	6.94%
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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 (1872 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 John Kalfas, Ms. Rozina Rakitin, Helaine Szalavetz, certified ESL teachers or by Ms. Fede our pupil accounting secretary who has been trained in administering the survey; however, if translation is not available at the time of admission, the HLIS is administered at a later date when a translator is available. During the interview, students are asked a series of questions such as "In what language do you prefer to read?". On the survey our staff documents that the student was interviewed to determine eligibility for ELL services.

Our Pupil Accounting Secretary, Ms. Fede, the Parent Coordinator Ms. Guttenplan and the ELL teachers attempt to collect all signed forms at the intake interview. Mrs. Fede collects all forms and give them to Mr. Kalfas and Ms. Rakitin for final review. Copies of all signed forms including the Program Selection are stored in each child's record folder. The importance of collecting and returning all forms are stressed by all staff members involved in the process.

New arrivals to the City are administered the LAB-R by one of our certified ESL teachers (Ms. Rakitin, Mr. Kalfas, or Ms. Szalavetz) within 10 days of admission. The spanish LAB-R is administered to spanish speaking students i.e. students whose home language code indicate spanish. 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 desiring a different program will be told that they can request alternate placement. All this takes place within the first 10 days of admission to the school.

During the initial interview, parents of newly enrolled students meet with our Parent Coordinator, Ms. Guttenplan, to further explore program selections and to receive assistance in completing forms. Parents are given the opportunity to watch a video so that they can further understand the various program choices. Translation services/communication activities are explained via video or letters. Wherever possible, onsite translators are present to communicate with parents. if a translator is not avaiable on site to explain the programs further, we will arrange to have one present. 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. During the testing window, all students indicated on the BESIS report are given the NYSESLAT. At the beginning of the testing window, all ELL instructors and the Literacy Coach administer the speaking segment of the test to all ELL's individually. The writing, reading and listening segments are administered in groups, according to grade level.

We service ELL 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. If parents indicate a need for a program we do not offer, we note that on the preference forms. In the event that the numbers indicate another program, our school will work to put that program in place.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
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	4	4					11
Total	0	0	0	0	0	0	4	5	5	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	130	Newcomers (ELLs receiving service 0-3 years)	88	Special Education	19
SIFE	2	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	23

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	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	88	1	3	19	1	19	23	0	0	130
Total	88	1	3	19	1	19	23	0	0	130

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		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									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	3	9					15
Chinese							2	3	5					10
Russian							16	13	18					47
Bengali							0	0	0					0
Urdu							4	5	4					13
Arabic							3	3	4					10
Haitian							1	2	0					3
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							7	13	12					32
TOTAL	0	0	0	0	0	0	36	42	52	0	0	0	0	130

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Cunningham IS 234 is a Title 1 school with school wide programs. Students participate in three instructional program models: self-contained, push-in and pull-out.

Our newly arrived students are serviced in a self contained heterogeneously grouped classes according to grade level.

Transitional support for ELL's 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 provided during our 371/2 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 school for ELL's in ELA and Math.

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 trained in ESL methodologies. ESL and general education teachers plan collaboratively to meet the needs of our ELL students.

To ensure that ELL's are appropriately evaluated in their native language, the Spanish lab is administered to determine dominant language. This year the school will also employ translators for the state math test, so that students will have the benefit of their native language on this test.

Students who are recent arrivals or have none or very limited English skills are assigned to block classes and receive English immersion instruction supported by ELL methodology. They are heterogeneously grouped in classes by grade level. 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.

ELL's are scheduled to receive a minimum of 180 (advanced) or 360 (beginner/intermediate) minutes of instruction per week with an ESL teacher. These 180-360 minutes provide teachers time to focus on vocabulary, grammar, reading comprehension and essay writing. Listening skills are the focus for beginner low level intermediate students.

An ELL specialist services our long term ELL's, ELL's receiving service 4-6 years 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 content areas are standards based as mandated by NYSED and NYDOE. 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 371/2 minute small group instruction. Title III after school programs and Saturday Academy are provided for and open to all ELL students. SIFE students and Students at risk are provided with AIS which includes Achieve 3000, Destination Math, Rosetta Stone, one-to-one tutoring and small group instruction. ELL's participate in programs designed to improve their performance on NYSESLAT, ELA and Math, and help them to achieve proficiency in a timely manner.

A. Programming and Scheduling Information

Ells identified as students with disabilities will receive the same standards based instruction as other ELL's. Differentiation of instruction would be adhered to as they are required and/or specified on the students' IEP's. Modifications will be made in the content, process and product accros curriculum areas. Additionally, they will have reading instruction through the Rewards 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 or Saturday Academy for ELL's. This program is designed to support and enrich the curriculum, and also to extend the classroom curriculum.

The ESL self contained classes are taught in English and are combined in a mini school by grade and English proficiency level. Advanced transitional students as well as students with special needs are being serviced by means of push-in/pull-out models.

To provide access to academic content areas and accelerate English language development, teachers use various ESL strategies which include scaffolding, use of graphic organizers, visuals, glossaries, laptops for reading and writing. All this is in addition to the traditional strategies used for ELL's and Special Education students. To meet the diverse needs of ELL-SWD's within the least restrictive environment, our school uses the NYS and NYC standards based curricular for instruction. Teachers and students follow a pacing calendar designed to meet the needs of our school and our student for timely delivery of instruction and content. Students are grouped heterogeneously or homogenously as is needed to meet their needs. Students are all instructed using grade appropriate materials that are scaffolded, modified and differentiated to enable maximum manageability for all sudents within the least restrictive environment..

Content rich texts are available to all ELL-SWD's that has readability and comprehension at their level. Our Social Studies and Science texts also provide additional activities and support materials that differentiate for our ELL's and Special needs students.

Our school does not have does not have a bilingual program nor SWD's who require a bilingual program. SWD's are mainstreamed for some ESL classes to increase time spent with non-disabled peers. They also spend time with non-disabled peers in minor subjects, physical education and the arts.

Courses Taught in Languages Other than English ⓘ

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

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

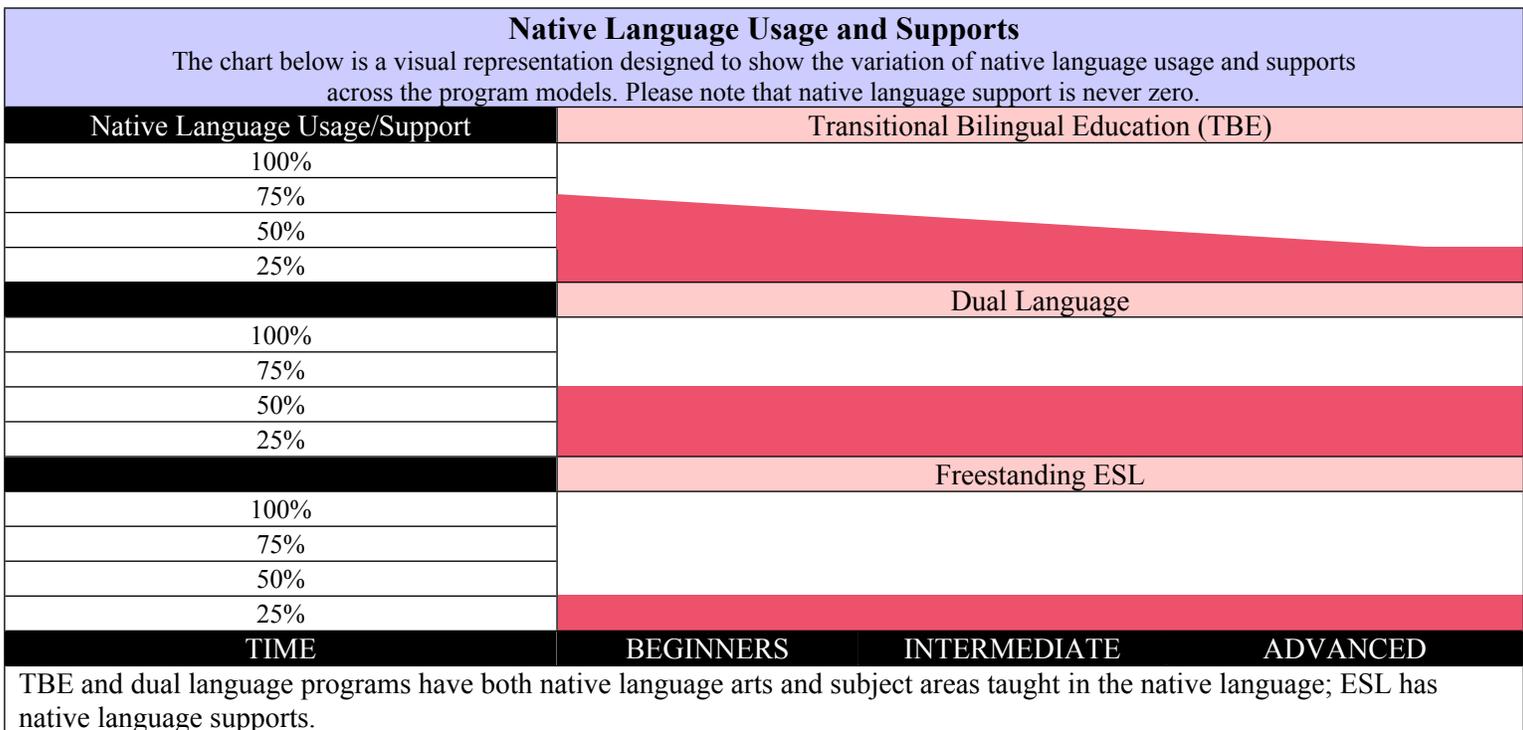
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

Beginning	Intermediate	Advanced
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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



B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. 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

B. Programming and Scheduling Information--Continued

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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 some ELL schedules twice weekly. They will be provided additional instruction after school in preparation for the ELA and Math exam, and will also be given extended time on all tests. Former ELL's will have flexible time on all state tests.

Due to decrease in funding, our after school writing program and Read 180 will be discontinued this year. The use of Achieve 3000 has also been limited to fewer students.

We have added the Reward reading program for some of our ELL's this year. We have also made ELL support a part of Collaborative Inquiry work this year.

B. Programming and Scheduling Information--Continued

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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 has a very vibrant parent association in which many parents of ELL's are involved. Parents also participate on the SLT and are vocal participants in the decision making process. They also participate in trips planned for families and for students.

Cunningham's Saturday Academy and Parent Coordinator hold workshops for parents of ELLs. The 21st Century Leadership Grant provides 12 workshops per year for parents. They range from information night for high school to game nights for families.

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.

Parent needs are identified and addressed through the SLT, PA meetings, through the Parent Coordinator and the Learning Environment survey.

Paraprofessionals and teachers serve as translators to parents during Parent Teacher Conferences.

Translation equipment and bilingual staff are 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.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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 "thinking outside the box" of ELLs will be held to meet the unique instructional needs of students. A...

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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

Teachers will also utilize PD's given by the network OELL and also view and discuss student work . The Assistant Principal, Lyril Thomas, will will keep a record of the attendance/participation of teachers and other staff in training sessions offered during the year. Ms Thomas and Mr. Kalfas will also continue to attend study groups and other workshops offered this year by the network. They will turn key new protocols and updates to the Parent Coordinator, secretary and all other staff involved with or servicing ELL's. Our content area staff have also received training in the past.

This year several Collaborative Inquiry Teams are targeting the ELL population. All the aforementioned activities will support the minimum 7.5 hour of ELL training for all staff.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0						8	3	5					16

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							3	1	2				
	I							3	4	3				
	A							16	27	11				
	P							5	9	22				
READING/ WRITING	B							8	2	5				
	I							6	17	16				
	A							11	16	17				
	P							2	6	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	10	2	0	19
7	20	9	0	0	29
8	17	13	0	0	30
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	4		12		9				25
7	7		19		14				40
8	5		23		7		2		37
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									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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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:

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **22K234** School Name: **Cunningham IS 234**

Cluster: **6** Network: **605**

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.

To ensure that all our parents are provided appropriate and timely school information in their home language, or the language they understand, we do the following:

- a. Examine and evaluate the Home Language Instruction Survey ,HLIS, that families complete during the admission process.
- b. Check the language preference in ATS and enter the preference for new students, to ensure the timely access to the information as needed.
- c. Review ATS report (RPOB) -Place of birth/home language indicator report
- d. Conduct 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.

We found that many of our parents request written translation of school correspondence in Chinese, Russian, Spanish, Haitian Creole and Urdu. These findings were reported to the school community through faculty conferences, team meetings, cabinet and guidance meetings, SLT and PA 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 and school notices will be translated through school staff and the Office of Translation and interpretation. The two week notice requirement by the Office of Translation will be adhered to, so that materials are ready and returned to our school in a timely manner.

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.

Most of our oral interpretation services will be provided in-house by school staff and where appropriate, by a student translation team. Department of Education Translation Services will also be utilized. In-house staff is available for interpretation in Spanish, Russian, Chinese, Haitian Creole and Urdu.

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>.

Notifications for parents will be translated in the different languages as needed by school staff. The school will also use Department of Education templates that are already translated and available for use. All the requirements of Section VII of the Chancellor's Regulation A-663 regarding notification requirements for translation and interpretation services will be review, as is done each year, to ensure that they are in place.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Cunningham IS 234	DBN: 22K234
Cluster Leader: Jose Ruiz	Network Leader: Wendy Karp
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input type="checkbox"/> *Other: F-Status ESL Specialist
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The ELL's at our school are involved in every aspect of school life and are immersed in every aspect of student life in our school. During the day they are involved in some minor subjects with non-ELL's. Thus giving them the opportunity to assimilate within the culture of the school and with their American born peers. This is in addition to their mandated ESL and content area classes. Our ELL's are also encouraged to become involved in our various afterschool extra-curricular activities/clubs. Our school philosophy is that this avenue is important for their social interaction and it helps further oral language development. Thus there is very little instructional time left during the school day for targeted instruction. Thus the introduction of our Saturday Academy.

*Participation is open to all ELL's in grades 6, 7 and 8. Initially we tried to target beginner and intermediate students, but found a high level of interest among our advanced students.

*This program runs for eight to ten weeks in four hour sessions. Each four hour session is further broken into three instructional blocks. Students work with an ESL teacher in one block, writing specialist in another and reading specialist in the last.

*Students are instructed in English with native language support in the form of written texts, dictionaries and glossaries.

*One certified ESL teacher and two English teachers work with students during this module.

* Students use Finish Line for ELL's for reading and writing practice, Rosetta Stone for reading and speaking practice and teacher develop units that target the needs of students as evident in the data at the start of the program.

The second part of our Supplemental Program is the use of an F-Status ESL teacher who provides small group instruction to our long term ELL's, SIFE and targeted students in our self contained ESL classes in grades 6, 7 and 8. These groups are targeted to assess their deficiencies, remediate and support as needed.

*This small group instruction begins in October and runs through May. The teacher Ms. Salavetz works with the selected students 2-3 periods per week in a pull-out program.

*The teacher creates units of study based on student need

*Content area texts are used during those sessions, augmented by other material available to support instruction of each unit or group of lessons.

Part C: Professional Development

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

All staff involved with the direct instruction of ELL's have received training in instructional strategies or that population. To refresh their training and to further develop new instructional strategies, during this school year, the Assistant Principal Ms. Thomas and the ESL teachers Ms. Rakitin and Mr. Kalfas will continue to attend workshops or study groups implemented/presented by the network and the Office of ELL's. The information will be turn keyed to other staff members who instruct ELL's.

Additionally, Ms. Yudow our Literacy Coach will also conduct workshops for those teachers. Topics to be included "How to Utilize the Data from the Periodic Assessment for ELL's", "Preparing the ELL's for the NYS ELA" and "Teaching Writing to ELL's".

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Parent involvement is a major part of students success. Some of the parents of our ELL's are new to the country but some have lived in the US for many years. However many of them are not familiar with the elementary and secondary schools in the US and how they operate. Therefore it is difficult for them to navigate our school system and to find the benefits that can be afforded/benefit their children. Therefore they need guidance as they go through the process. Our school will provide three workshops and/activities that will be helpful to parents:

*High school information night which is open to all students in our school will be enhanced to meet the needs of parents. Interpretation will be made available to parents as they speak to school representatives visiting our school. This evening runs for three hours and is provided by neighborhood and borough high schools in our school cafeteria. Parents will be notified by letters sent home, by our school messenger, by emails from our parent coordinator and on the monthly school calendar.

*"Helping your Child to Prepare for NYS ELA and Math" a workshop to provide information for parents will be presented by Ms. Yudow our Literacy Coach, and Ms. Rothman our Math Coach. They will be assisted with translation by paras and teachers as translators.

*"Know Your Child's School" will be a guided tour of the building and the facilities i.e. Art Studio, Dance Studio, Computer Labs, Library. The aim is to make parents feel comfortable enough in the school and therefore more willing to be active educational partners with the school. This will be done

Part D: Parental Engagement Activities

by teachers, administrators and translators. Tours and questions/answers will be about one hour.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$19204

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) <ul style="list-style-type: none"> Per session Per diem 	18,904	57 days F-status ELL specialist
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$299	paper, translation, supplemental library
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	19, 203	