

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: W.A. CUNNINGHAM IS 234
DBN (i.e. 01M001): 22K234
Principal: SUSAN SCHAEFFER
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Superintendent: JULIA BOVE
Network Leader: LISA GIGOUX

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, 75% of all students will demonstrate progress in the ELA strand of critical analysis (strand 3) as measured by the ELA State Exam, MOSL, and teacher observation through the delivery of rigorous instruction.

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.

Our Middle School Quality Snapshot reminds us that we are only achieving fair gains on our students' progress and performance on the NYS Common Core English test. Our School Snapshot enables us to see that we fell below our peer group in both progress (64%) compared to (65.7%), and performance (52.1%) compared to (53%) in our peer group. In 2014 students performing in the school's lowest third (71% compared to 72.6% in peer group). This year's baseline MOSL in English Language Arts illustrates that a substantial number of students (grade 6, 48%; grade 7, 55%; and grade 8, 54%) fell into the bottom two quartiles, and failed to recognize and present counterarguments in their thinking, and thereby, their writing.

Based on the 2011-2012 Quality Review report the school received a proficient for QR indicator 1.1. The report recommended that the school refine curriculum to ensure that rigor and critical thinking are embedded across all grades and subjects.

These measurements of student progress and assessment require that we ramp up rigorous learning in different classroom environments.

Instructional Strategies/Activities

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

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

1. Teacher teams will continually revise instructional units by planning with the end in mind. Teachers will monitor progress through the administration of two interim benchmark MOSL's which focus on the outcome of customized, inclusive and motivating instruction intended to develop students' critical thinking skills. Teachers will focus on course clarity, and expectations for the quality of student discussions and writing.
2. Teachers will incorporate rigorous learning materials and strategies in all classrooms. Designated classes will use Scholastic Code X curriculum; ELLs and SWDs will receive additional scaffolding and utilizing multiple entry points, as suggested in a series of workshops provided by Network 605 ELL and ELA specialists, and the school's literacy and math coaches, to provide teachers with strategies and adaptations; ELLs and SWDs will work with National Geographic Inside curriculum, with additional support from Imagine Learning.
3. Provide students with reading and writing experiences grounded in evidence from text, both literary and informational; create coherent progressions within the standards from grade to grade. Administrators support and nurture the development of teacher collaborative teams to sustain coherent instructional program.
4. Teachers will further the school's culture of collaboration by continuing the Teacher Incentive Fund initiative whereby Peer Instructional Coaches will visit classrooms in an effort to allow teachers to reflect on their performance and strategies; classrooms of Demonstration Teachers will be available to share best practices with colleagues and to model rigor in action; F-status Literacy Coach will support all teachers through visitation and reflection. All constituents will demonstrate respect, personal regard and integrity.

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

1. Principal, Assistant Principals, F-status Literacy Coach, Peer Instructional Coaches, Demonstration teachers, Teachers, Parents, and Paraprofessionals. Scholastic Code X Common Core aligned reading program; National Geographic Inside Program (for ELLs and SWDs); common planning periods by grade and subject; common lunch periods; ongoing peer instructional support; demonstration classrooms; Imagine Learning; Study Island; BrainPop; Discovery; United Streaming; after-school programs; Saturday Academy.

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

1. Teachers by grade and/or subject will meet regularly during common planning periods to look at student work, to analyze and compare data from assessments provided by the Code X program, and to make instructional adjustments to the program as needed.
2. Academically rigorous performance tasks, (embedded and culminating), will be an integral part of each of the units developed by the teams for students in advanced programs. Curriculum will be revised as a result of looking at student work and sharing of best practices.
3. Teacher practices will show improvement, as noted by supervisory observations and visits by coaches and PICs; student work will demonstrate improvement in targeted deficiencies (developing key and ideas and details through the use of textual evidence) evident during "looking at student work" team meetings and in performance assessments in class.
4. TIF team meets every other week for formal training; PICs meet weekly; PICs and DTs meet weekly; Instructional Team (Principal, APs, Lit. Coach, PICs) meet

weekly.

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

Beginning in September 2014 through June 2015.

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

1. Teacher teams by grade will meet 2-3 periods per week to look at student work, analyze data, share resources. All resources are provided within the Scholastic Code X curriculum. ELA teachers will administer two additional MOSL-aligned benchmark tests in January and March to provide teachers with specific measurements of progress of students in the areas aligned with critical thinking (counterargument, organization, use of evidence).
2. Teachers across all content areas and grades will participate in professional learning communities on a weekly basis led by Peer Instructional Coaches and colleagues sharing best practices.
3. Professional Development Team meets weekly and facilitates weekly Professional Learning activities.

Strategies to Increase Parental Involvement

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

Parent workshops will be scheduled on Tuesday afternoons during parent engagement time to help support literacy at home. Workshops will include: Embracing Literacy: Helping Parents to Support Reading/Writing at Home; Understanding the NYS Common Core ELA Assessment; improving your Child's Study Skills; Accessing Library Resources; How to Help Your Child Conduct Scientific Investigations.

Budget and Resource Alignment

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

x	Tax Levy		Title IA		Title IIA	x	Title III		Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Teacher Incentive Fund											

Goal and Action Plan #2

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

Annual Goal #2

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

By May, 2015, a minimum of 15% of all students will demonstrate progress on multiple forms of student data (Code X assessments, ELA CCLS-Aligned Benchmark, and MOSLs) as assessed by “looking at student work protocols” employed during common planning sessions enabling teachers to shape and revise instruction.

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.

The process of looking at student work in a collaborative manner helps teachers take a closer look at how they teach, enabling them to shape and revise curriculum on an ongoing basis. Educators who look at student work in a collaborative process become analytical about the effectiveness of their instruction, better understand students’ learning and development, develop more effective curriculum and assessment, infuse deeper levels of rigor into instruction, and find ways to help students do higher quality work. By bringing samples of authentic student work to the table with colleagues and looking closely at them, teachers are able to address important questions about teaching and learning, and deepen their understanding of the work they do with students in the classroom. Additionally, at IS 234, we need to empower teachers to help one another as we build capacity for demonstrating excellence among colleagues. Effective professional development is further driven by the cycle of teacher surveys, appropriate professional learning sessions, and evaluation of effectiveness.

Instructional Strategies/Activities

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

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

1. Teachers will be trained by peer instructional coaches during professional learning sessions in the use of a uniform protocol to enable them to analyze student work during collaborative professional learning meetings. In addition, teachers will use one professional learning session each month to use looking at student work protocols with the support of the APs, Peer Instructional Coaches (PICs), and F-status coaches to develop effective instructional strategies to target the specific needs of students as evidenced by the data.
2. Teachers will engage in collaborative professional meetings (common planning) three times per week—built into each teacher’s program as a professional activity. Teams will work on variety of tasks, beginning with looking at student work and leading to lesson revision, assessment planning, and examining curricula vertically and horizontally. Teams will then meet monthly by grade and subject to discuss observations, trends, weaknesses, improvements, and successful practices. School administrators provide instructional support and leadership for the development of critical friends groups.
3. PICs are trained to collaborate with teachers using a debriefing protocol called IS/SO (Instructional Strategies/Student Outcomes) to foster student-work centered reflections between peers.
4. The Teacher Incentive Fund (TIF) Team, consisting of PICs and Demonstration Teachers, will host school-wide inter-visitations and have conversations about strategies and student achievement on an ongoing basis. This will lead to a school culture where students, staff and parents feel safe, supported and challenged, leading to engagement in ambitious intellectual activity.

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

3. Peer Instructional Coaches and Demonstration Teachers will turnkey protocols and strategies to enable common planning teams to revise curricula and improve teaching practices based on observations and analysis of student work. Assistant principals will also meet with teams to support the monitoring of student progress and the revision of curricula.
4. Teachers in all subject areas will engage in common planning meetings three times per week, minimum, unless otherwise assigned by mandate of UFT contract.
5. Teacher Incentive Fund training will be turnkeyed by Peer Instructional Coaches and Demonstration Teachers to the faculty.

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

1. Professional learning workshops provided by the PICs once per month to further train teachers in the process of examining, analyzing, and evaluating student data as a means for monitoring student progress and shaping instruction.
2. Common planning team notes that track the use of the protocol to reflect on instruction and revision of lesson plans and curricula.
3. Increased numbers of teachers will engage in inter-visitations and debriefing sessions using the IS/SO protocol supported and modeled by the PICs and DTs.
4. Teachers will use the information gathered from student data to provide multiple entry points for students to engage in learning.
5. Students will demonstrate progress on a variety of assessments (Code X assessments, ELA CCLS-Aligned Benchmark, and MOSLs) supported by the use of content-specific rubrics.

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

Beginning in September 2014 through June 2015.

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

1. The PICs will be trained by a Teacher Team Leader (TTL-Irene Parker) and a Teacher Development Coach (TDC-Maziel Concepcion) provided by the TIF grant in turnkeying professional learning opportunities for the faculty that address looking at student work.
2. Teachers will be programmed three times a week for common planning in lieu of an alternate professional duty. The common planning teams will be supported by department APs, PICs, and DTs.
3. The PICs and DTs will be trained in the IS/SO protocol by the TTL (Irene Parker) to debrief with teachers specifically using the lens of examining student outcomes.
4. The TIF Team will meet once a week to support teachers by scheduling inter-visitations. The TIF Team will assist in scheduling and arranging visits among the staff.
5. A monthly newsletter will be sent by the Instructional Leadership Team to teachers that highlight all of the professional learning and common planning efforts. The newsletter will also offer availability of the team to provide support, extra resources, and additional opportunities for collaboration between teachers.

Strategies to Increase Parental Involvement

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

The school will provide workshops for parents about curriculum, test-taking, and strategies for parents to help children at home. Common Core resources for parents will be provided on an ongoing basis. Parent Coordinator sends weekly newsletter containing resources on instruction, enrichment, and a variety of topics to enable parents to support their children's learning. Code X curriculum includes letter of introduction to parents regarding the curriculum. Resources for parents are available through teachers' websites. Current grade information is available through Engrade and ongoing contact between teachers and parents. There will be weekly meetings open to parents to support those children who are level 1 and 2 students at our Saturday Academy.

Budget and Resource Alignment

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

x	Tax Levy		Title IA		Title IIA		Title III		Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Teacher Incentive Fund											

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, the number of student to student conflicts will decrease by 10% from the previous school year as demonstrated by improved decision-making skills and responsible behaviors in personal, school, and community contexts as measured by the ORRS report, school-generated student surveys, and the NYC School Survey.

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.

Conflicts among adolescents has always been a problem, but within the last decade the problem has exploded due in large part to cyber bullying, which has enabled students to be bullied outside of normal school hours with a minimal way to monitor it. Additionally, the use of electronic devices as a primary means of communication has diminished students' social and emotional skills and strategies for dealing with conflict. The NYC School Survey reveals that 84 out of 100 students in the survey answered that students get into physical fights at least some of the time. 74/100 believe that students harass or bully other students, and 65/100 believe that the conflicts arise from factors such as race, ethnicity, gender identify, sexual orientation, disability, or weight.

OORS data indicate that infractions such as physically aggressive behavior, B36 (25.32%); shoving, pushing and other minor altercations; B24 (18.18%); harassing, intimidating and/or bullying behavior including cyber bullying B39 (3.9%); cohesion or threatening or instigating violence B37 (3.25%); sexually suggestive comments B34 (1.95%); and creating or engaging in reckless behavior B45 (1.95%), constitute more than 50% of the total incidents for the 2013-2014 school year.

School Leadership assessed the lack of resources available from the local community and felt the need to encourage partnerships with organizations that could provide supportive services.

Instructional Strategies/Activities

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

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

1. School administration identifies conflict prevention as a priority, and puts the necessary support in place to make prevention plans successful. This involves training of staff to identify and respond to different kinds of conflicts and bullying (social, verbal, physical, cyber, racial, homophobic, and sexual). Students will be provided with a clear understanding of behavior expectations and consequences. A safe atmosphere for the reporting of bullying incidents will be created. Training for parents will be provided in workshops and at meetings. Parent Coordinator will provide information to parents via weekly newsletter.
2. School has implemented a "Digital Citizenship" curriculum taught in the technology enrichment classes called "Ignition". The program includes seven learning modules that cover key concepts, two of which are privacy and cyberbullying, and contains activities to build skills, with pre and post assessments to measure student knowledge gains, surveys to measure student attitudes and behaviors, and real-world simulation that allows students to apply what they've learned. It also offers tutorials, situational videos and stories, and aids in decision-making.
3. School employs at risk individual and group counselling session; at risk peer mediation; SAPIS Counselor implements drug intervention program dealing with substance abuse and providing strategies for decision making for all grade 6 students as part of Health curriculum; Respect for All program to teach students to celebrate differences; Ally Week for inform students of anti-bullying strategies to protect members of the LGBT community and their friends. Students sent to "in house" work with Advantage Press Social/Emotional Learning Kit, consisting of modules (i.e., truancy, detention, suspension) which contain stories to enable them to build coping skills.
4. School Safety Committee meets monthly (Principal, AP safety, Parent Coordinator, Safety Agent, Head Dean) to review ORRs report data, identify trends, and become aware of issues. Dean attends a monthly Borough-wide safety meeting. PPT meetings are held once weekly (one grade per month) with AP, guidance counselors, deans, to review issues and monitor the progress of at-risk students.
5. Community based organization, New Horizons Counseling, will partner with the school to provide support services for students, parents and staff.

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

1. Students will receive a series of lessons in health education classes, as well as through classroom visits by administrators, deans, and SAPIS worker; parents will attend training at workshops, meetings, and have access to literature about conflicts and bullying.
2. Technology teacher implements lessons about digital citizenship daily to all enrichment classes.
3. Administration will provide ongoing resources for faculty, students, and parents.
4. SAPIS Counselor will provide social emotional, career and life skill services to both staff and students.
5. New Horizon's Counselor will provide professional development to teachers and parents regarding behavioral and social emotional skills.

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

1. Assessment of the effectiveness of strategies will come from review of ORRs data, student surveys (administered in December and May) class discussions, small group conversations with deans, guidance counselors, and SESIS worker, at grade meetings for teachers and staff, at parent meetings, and through the school's

environmental survey.

2. All students across all grades will benefit from resources and activities; administration and deans will monitor the rate of incidents through informal and formal reporting systems.

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

5. Beginning in September 2014 and running through June 2015.
6. Curriculum for digital citizenship runs through entire year, with classes two cycles (students switch in February).
7. Beginning in September 2014 and running through June 2015.

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

1. PIP teams consisting of administrators, deans, and guidance counselors will meet weekly to address student needs and outcomes of preventative measures. Intervention groups and individuals meet with SAPIS worker 1 x per week; life skills class lessons 1 x week; "Teen Intervene" 1 x week; crisis intervention as needed.
2. Seven enrichment classes per cycle (2 cycles per year) with 33 students per class means 462 students per year are serviced. Over the course of the three years, every student will partake in the digital citizenship curriculum.
3. Guidance counselors will provide counseling services to students referred as "at risk". Part time school social worker will provide counseling services to students and families "at risk".
4. SAPIS Counselor will implement classroom lessons/activities to enhance students' social skills, communication skills and styles, to promote conflict resolution knowledge. These lessons will also help students to developing and or maintaining healthy relationships in their community, families, schools and peers.
5. SAPIS counselor will also support students' social and emotional development through class lessons, groups or individual sessions that include self-esteem awareness, decision-making techniques, and peer pressure refusal role play activities. Through these services the students will gain insight on how to develop and maintain healthy relationships with peers, family, school, and community.

Strategies to Increase Parental Involvement

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

Parents will attend PA and SLT meetings to go over the results of the Environmental Survey, and to learn how to recognize if a child is bullying or being bullied. Parents will receive training in monitoring their children's Internet use of social websites. Parent coordinator provides information on bullying and resources via a weekly newsletter. Workshops on Decision Making/ Peer Pressure, Bullying Prevention, Gang Awareness, and Cyber Bullying will be provided for parents.

Budget and Resource Alignment

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

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.							
OASAS Sub Abuse							

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

6.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • After school skill based reading and writing class • Homework helper • ESL enrichment academy • Saturday Enrichment academy (reading, writing, math) for ELL's and SWD's • Student Conferencing • Close reading • Think (Write) Pair Share • Unpacking the task • Socratic Seminar 	<ul style="list-style-type: none"> • Small group • One-to one tutoring • Small group • Small group & one-to-one • One-to-one • Small group • Small group • Individual • Small group 	<ul style="list-style-type: none"> • After school – 1x per wk • During lunch • After school – 1x per wk • Saturdays- Jan. – March • 3 hours – 1x per wk • During school – in class
Mathematics	<ul style="list-style-type: none"> • MATH TEAMS- (2) compete against other schools (grade 6 and grade 7/8) –a variety of resources are used, all fully CCLS aligned to teach students how to apply math content to solving word problem • Saturday Academy for ELLs & SPEDs uses a combination of workbook and technology: Common Core aligned Continental Mathematics Workbook and Mathletics, a comprehensive, common core aligned math program. • Lunch Time Tutoring- using a variety of resources, student's individual needs are met dealing with problem areas in math 	<ul style="list-style-type: none"> • Small Group • Whole Class and Small Group • Individual and Small Group 	<ul style="list-style-type: none"> • 1 x Weekly after school; 1x lunch period • Every Saturday • 3 x per week during school day (select teachers grades 6-8)

	<ul style="list-style-type: none"> • After School Intervention Program – Provide students with a pre and post exam. Students are instructed using Continental Press Mathematics which is common core aligned. Students also become very familiar with the use of math tools such as the Scientific Calculator, Protractor and Ruler • AIS ELL Academy (math) 	<ul style="list-style-type: none"> • Small Group and Individual • Small group and Individual 	<ul style="list-style-type: none"> • 1 x per week after school • 1x per week after school
<p>Science</p>	<ul style="list-style-type: none"> • Peer Tutoring • Small group instruction • Multiple intelligence lab activities • Eureka Challenge • Homework Help • Student Conferencing • Study Island 	<ul style="list-style-type: none"> • One -to -one • Project based activity – small group • Class competition • Small group and one to one • One to one • Individual/ 	<ul style="list-style-type: none"> • During the school day-daily • School day - daily • Yearly challenge • Weekly after school Ongoing • During school – in class • During & After school

<p>Social Studies</p>	<ul style="list-style-type: none"> • Peer Tutoring • Guided instruction • Model UN club • Homework help • Student Conferencing • Study Island 	<ul style="list-style-type: none"> • Small group • Small group • Small group and one to one • One to one • One-to-one • Small group/individual 	<ul style="list-style-type: none"> • 2x per week • During school – in class • After school – 1x pr wk • During school – lunchtime • During school – in class • During/After school
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Psychologist & Social Worker:</p> <ul style="list-style-type: none"> • Pupil Personnel meetings • At risk counseling <p>Psychologist:</p> <ul style="list-style-type: none"> • Consultation with parents/teachers • Social worker: ERSS <p>Guidance counselors:</p> <ul style="list-style-type: none"> • At-risk behavior identification and counseling • At-risk academic identification and counseling • Pupil personnel committee Meetings • HS articulation guidance • Bully identification/intervention/prevention • Counseling of students in 	<ul style="list-style-type: none"> • Group and One-to-one • One to one, group, parent conferences • Group and Parent conferences, classroom lessons, one to one, group • One to one, group • One to one 	<ul style="list-style-type: none"> • Monthly during he school day • Weekly or as needed • During school

	<p>suspension and post-suspension</p> <ul style="list-style-type: none"> • ACS referrals • Referrals to outside agencies <p>SAPIS worker:</p> <ul style="list-style-type: none"> • Life Skills Training (LST) <ul style="list-style-type: none"> -Improving Social Skills with a focus on using individual decision making skills -Improving Social skills with a focus on using individual goal setting skills -Decreasing early initiation of drug use -Decrease Rebelliousness by using individual-favorable attitudes toward ATOD use -Building Self-Esteem • -Decrease problem behavior using individual stress management skills • Red Ribbon – Drug Prevention through Art) • Health Promotion Event-informational • Respect for All (speaking events) • New Horizons Counseling <p>At-risk health-related services:</p> <ul style="list-style-type: none"> • Adaptive phys. Ed • Speech and hearing • Vision Therapist • Registered OT • Parent workshops on childhood 	<ul style="list-style-type: none"> • Whole Class and Small Group <ul style="list-style-type: none"> • Individual/small group • Individual/small group • Individual/small group • Individual/small group <ul style="list-style-type: none"> • Individual/small group 	<ul style="list-style-type: none"> • During school • During school • During school <ul style="list-style-type: none"> • During school <ul style="list-style-type: none"> • During school • During school • During school
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	diseases, asthma, blood-borne pathogens <ul style="list-style-type: none">• Epi- Pen Teacher Training		<ul style="list-style-type: none">• During school
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: W. Arthur Cunningham	DBN: 22K234
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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 75
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 9
of certified ESL/Bilingual teachers: 2
of content area teachers: 7

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 major part of our Supplemental Program is the use of content teachers to provide additional instructional support to 100 students in grade 6,7 and 8, in ELA and Math, Science and Social Studies. This will be provided through two different programs.

Our afterschool program will run for 17 weeks beginning in November 6 and ending in March 26 targeting intermediate, advanced and long term ELL's. They will meet once per week on Thursdays for two hours, starting at 2:30 p.m. and ending at 4:30 p.m. These groups are targeted to provide enrichment support and opportunities that will lead to greater academic achievements in the content areas. Over the last two years we were able to provide additional instruction, during the school day, in the content areas through literacy, which resulted in high levels of student progress. Hence the reason to target this population.

Four content/subject teachers will be involved in this program and two ESL teachers. The ESL teachers will rotate co-teaching with the English and Math Teachers.

Our Saturday Academy will run for 10 weeks beginning on January 10th and ending on March 28th, from 9 a.m. to 12 noon and will have a dual focus; Literacy through Social Studies & Science content and Math enrichment for Beginners and Intermediate ELL's. The academy will meet for three hours on the specified Saturdays.

**In both programs teachers will create units of study based on student needs and specific needs outlined by content area teachers. During weekly common planning sessions worked into our teachers' programs, the subject/content teachers will collaborate with the ESL certified specialists to look at student work, evaluate students' needs, and plan for instruction.

Two content/subject teachers will co-teach with a licensed ESL teacher and work with students through direct instruction.

**Students will be instructed in English with native language support in the form of written texts, dictionaries, glossaries, computer and web based forums.

**Content area texts will be used during these sessions, augmented by other materials available to

Part B: Direct Instruction Supplemental Program Information

support instruction of each unit of study or group of lessons. Audio reading materials will be utilized to provide added support to students as they master new literacy and numeracy skills.

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 and FELL's have received training in instructional strategies for 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. Whenever possible content area teachers will also attend these workshops specifically related to their area of expertise. Teachers targeted to do outside training and to turnkey are Ms. Gonzalez, Ms. Cooper and Ms. Ciraco.

Our school will also provide three 60 minute Professional Development workshops for teachers through Instructors from the Center for Integrated Teacher Education (CITE):

TOPIC 1: "Supporting the ELL's in the Mainstream Classroom"

RATIONALE: To support and enhance teacher practice in instructing ELL's in Math, Social Studies and Science as requested by our teachers.

DATE: Monday in January date TBA

TIME: 2:30 to 3:30 p.m.

AUDIENCE: Content/Subject teachers servicing ELL's, FELL's and SPED's.

TOPIC 2: "Differentiated Instruction in a Common Core Classroom for ELL's, FELL's and SPED's"

RATIONALE: During formal and informal classroom observations, administrators have noticed that teachers are lacking in their provision of multiple entry points for different populations in need of varied types of scaffolding.

Part C: Professional Development

DATE: Monday in February date TBA

TIME: 2:30 to 3:30 p.m.

AUDIENCE: Teachers of ELL's and SPED'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 to/benefit their children. Therefore they need guidance as they go through the process. Our school will provide workshops and/activities that will be helpful to parents:

TOPIC 1: " High School Information Night" which is open to all students in our school will be enhanced to meet the needs of ELLs' parent population. Interpretation will be made available to parents as they speak to school representatives visiting our school. This evening runs for three hours and is facilitated by our Guidance Counsellor and Assistant Principal with participation by neighborhood, boroughwide and citywide high schools.

Additionally, two ninety minute workshop will be presented by Center for Integrated Teacher Education (CITE):

TOPIC 2. "Helping Your ELL Child Learn English"

RATIONALE: Parents have requested support in helping their youngsters acquire English language skills. This workshop will give them strategies for working with their children and also provide ways in which they can enhance their own proficiency in English.

DATE: Saturday January 17, 2015

TIME: 9:30 a.m. to 11:00 a.m.

AUDIENCE: Parents of ELL's

TOPIC 3: "Supporting Your Child in the Content Areas"

RATIONALE: Learning language is important for student success in all academic areas. However it is important that parents become partners in academic learning, understand the rigorous expectations of

Part D: Parental Engagement Activities

the CCLS and how it impacts their children and what they can do to continue or expand the work done during the school day. Additionally to develop their familiarity with the content taught in American school.

DATE: Saturday February 28, 2014

TIME: 9:30 a.m. to 11:00 a.m.

AUDIENCE: Parents of ELL's

**Parents will be invited to/notified of these workshops/classes through the following mediums: Letters sent home with students, advertisement on the school's website, the monthly school calender, phone bank calls, PA monthly meetings, emails sent out by the Parent Coordinator and through posted schedules in the main lobby and main office.

Part E: Budget

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

Allocation Amount: \$19784

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 	<u>\$15143.94</u>	1. Saturday Academy 10 sessions 3 Teachers x 3 hrs/wk=9 hrs/wk 9hrs x 10 = 90 hrs X \$51.51= \$4,635.90 2. After School Programs 17 sessions 6 Teachers x 2hrs/wk = 12hrs 12hrs x 17 = 204hrs X \$51.51 =\$10,508.04
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$1500	2 Professional Development Workshops for Teachers at \$750 each
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$1640.06	Extreme Explorer Print Subscription 175 @ \$4.35=\$761.25 Daily 6-trait Writing Grade 6 Student Book 76@ \$8.79=\$668.04 Various Teacher strategies and support workbooks and Professional enhancement books for working with ELL's; content, writing and reading texts

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$19784

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Multiple copies for teacher resource library @ \$210.77
Educational Software (Object Code 199)		_____
Travel	_____	_____
Other	\$1500	2 Parent Engagement Workshops @ \$750 each
TOTAL	<u>19,784</u>	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 22	Borough Brooklyn	School Number 234
School Name W. Arthur Cunningham I.S.		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Susan Schaeffer	Assistant Principal Lyril Thomas
Coach Ellen Yudow	Coach Denise Rothman
ESL Teacher John Kalfas; Rozina Rakitin	Guidance Counselor Andrew Beatrice
Teacher/Subject Area Olivia Batts/English	Parent Milana Matevosian
Teacher/Subject Area Linda Mc Lean /Math	Parent Coordinator Marjorie Guttenplan
Related Service Provider Andrew Beatrice/Guidance	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	6	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1865	Total number of ELLs	153	ELLs as share of total student population (%)	8.20%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	153	Newcomers (ELLs receiving service 0-3 years)	115	ELL Students with Disabilities	27
SIFE		ELLs receiving service 4-6 years	30	Long-Term (completed 6+ years)	11

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	112		1	30		16	11			153

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	112	0	1	30	0	16	11	0	0	153
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									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							9	3	2					14
Chinese							5	7	2					14
Russian							17	21	28					66
Bengali							2	0	0					2
Urdu							1	8	1					10
Arabic							2	3	4					9
Haitian							3	1	1					5
French							0	0	1					1
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							17	7	8					32
TOTAL	0	0	0	0	0	0	56	50	47	0	0	0	0	153

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							16	12	22					50
Intermediate(I)							7	13	12					32
Advanced (A)							33	25	13					71
Total	0	0	0	0	0	0	56	50	47	0	0	0	0	153

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	25	4	2	0	31
7	27	9	2	16	54
8	18	2	0	0	20
NYSAA Bilingual (SWD)					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	20		16		2		2		40
7	18		6		8				32
8	19		15		3		1		38
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	8		23		14		3		48

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

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - At our level, JHS, our students have already acquired early literacy skills. Our SWD's IEP's indicate their literacy level. Teachers use Fontas and Pinnell to help student identify their reading levels. The reading levels help teachers to determine students instructional level and to assist them in choosing independent reading materials.

One particular area that stands out about our ELLs, or that we have learned from our periodic assessments is that vocabulary is an issue, with particular attention to figurative language and academic usage of words. The ESL teachers and the content area teachers will look at student work to determine areas of weakness and target instruction to meet student needs. Together with administration, teachers will determine whether additional instructional material or PD is needed to help improve outcomes for students.

The ELL periodic assessment will enable us to strategically deliver differentiated instruction to students and group them accordingly. It will further allow us to set both teacher and student goals which will be monitored and adjusted on a regular basis. Based on the results of the 2013 NYSESLAT, last year's periodic assessment was a good predictor of student performance. Therefore this school year, teachers will be looking at the periodic assessment to align instruction so that students can show higher levels of proficiency on the NYSESLAT. At the leadership level, the administration is looking to purchase ESL Smart to provide another vehicle of support for instructors and students. ESL teachers and the Assistant Principal will look at the data to examine strengths and weaknesses.

Since instruction is offered in English only at Cunningham, there is no data to explain how ELLs are faring in tests taken in English as compared to their native languages.

Periodic assessments provide data to administrators and teachers with specificity regarding the skills in which students show strengths and challenges. Like all of our instructors, teachers of ELL's analyze the data from the periodic assessments and target their lessons to meet the needs of all students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Review of the data indicates that the ELL population at Cunningham IS 234 is progressing toward proficiency at a steady rate. Students are on track to graduate to HS with their peer group and the additional content area support will be provided, ensuring that the students are receiving the tools they need for success with college and career readiness. The data shows that they are making progress towards proficiency on the NYSESLAT.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The 2013 NYSESLAT combined modality sets analysis breakdown has not been released by SED as of 12/13.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. ELL's opt to take all tests in english, so there is no data to make a comparison.

b. The ELL periodic assessment will enable us to strategically deliver differentiated instruction to students and group them accordingly. It will further allow us to set both teacher and student goals which will be monitored and adjusted on a regular basis. The ELL periodic assessment will enable us to strategically deliver differentiated instruction to students and group them accordingly. It will further allow us to set both teacher and student goals which will be monitored and adjusted on a regular basis. Based on the results of the 2013 NYSESLAT, last year's periodic assessment was a good predictor of student performance. Therefore this school year, teachers will be looking at the periodic assessment to align instruction so that students can show higher levels of proficiency on the NYSESLAT. At the leadership level, the administration is looking to purchase ESL Smart to provide another vehicle of support for instructors and students. ESL teachers and the Assistant Principal will look at the data to examine strengths and weaknesses. Since instruction is offered in English only at Cunningham, there is no data to explain how ELLs are faring in tests taken in English as compared to their native languages.

Periodic assessments provide data to administrators and teachers with specificity regarding the skills in which students show strengths and challenges. Like all of our instructors, teachers of ELL's analyze the data from the periodic assessments and target their lessons to meet the needs of all students.

c. Based on the results of the 2013 NYSESLAT, last year's periodic assessment was a good predictor of student performance. Therefore this school year, we will be looking at the periodic assessment to align instruction so that students can show higher levels of proficiency on the NYSESLAT. ESL teachers and the Assistant Principal will look at the data to examine strengths and weaknesses. Native language is supported throughout the day through the use of content based glossaries and some native language texts where available. Students are also grouped heterogeneously by native language during the school day so that they can work together in their native language when accessing new content, skills and ideas. Teachers also use laptops to instruct and students in native language using web

based content for instruction. One example being Brainbop for ELL's.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Program for ELL's are evaluated based on the results of the NYSESLAT and State tests scores.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Within the first ten days of registering at our school, the following steps are taken to identify whether students may have limited English proficiency or have learning disabilities:
 1. Administration of the Home Language Identification Survey
 2. Trained pedagogues have some form of deep engagement (interview) with the parent/s or guardian/s.
 3. An informal interview with an adult family member/s and student in English and the student's native language.
 4. Administration of LAB-R if the student is eligible
 5. Administration of Spanish LAB-R if student is eligible
 6. Placement of student in the appropriate program

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

New admits to the City/school are administered the LAB-R by one of our certified ELL teachers (Ms. Rakitin, Mr. Kalfas or Ms. Szalavetz) within 10 days of admission. Additionally, if the home language is Spanish, students are administered the Spanish LAB by a licensed Spanish pedagogue. Both tests are scored at the school and filed in-house. If the student is determined to be an ELL parents are given an orientation immediately if time permits. If not it is scheduled within the ten days following registration and testing. A follow up session is scheduled for the orientation before the parent leaves the building, and a follow up letter of reminder is sent home with the student in the home language.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
The LAP team has a structure in place to assist parents in their understanding of all three program choices available to them so that

they can make informed decisions.

When it is established that a student is an entitled ELL, parents/guardians are invited to orientation on the same day of enrollment. If it is not possible for that day an appointment is scheduled with the parent/guardian before leaving the building. Parents who are not available to stay, are invited at a later by direct mail sent home with students and via USPS mail. These letters of invitation are in the family's home language.

During the orientation, parents are informed by one of the certified ESL instructors that there are three models of instruction for ELL's. Literature is handed to parents explaining the three different models in their native language and through video recordings. It is also explained to parents that the school has only the ESL program in place. Parents of newly enrolled students meet with our Parent Coordinator, Ms. Guttenplan, to further explore program selections and to receive assistance in completing forms.

Wherever possible, onsite translators are present to communicate with parents. Languages available by our school staff teachers, paraprofessionals and guidance counselors are: Spanish, Russian, Chinese, Haitian Creole, Urdu, Arabic, Greek and French. We also utilize license pedagogue from PS 255 which is directly across the street from our school. The licensed teachers are responsible for the content of those Parent Orientation sessions. Everyone involved makes every effort to answer questions and provide clarity for parents as much as possible. All this is completed within ten days of enrollment at our school.

Parents desiring a different dynamic or program, are made aware that the option for alternate placement at another site is available to them.

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

When Parent Orientation is done on the first day of testing, Mr. Kalfas the LAB/BESIS Coordinator hand delivers the entitlement letter to parents once a new admit is identified as ELL. Otherwise the entitlement letters along with parent surveys and selection are sent home in English and native language with students. The parent survey forms are collected during parent orientation meeting after they are filled out, dated and signed by the parents. The original forms are then attached to the original home language survey forms and stored in students'cums . Finally the copies of the forms along with the copies of the home languages are maintained and stored in the main office.

Continued Entitlement Letters are sent home (English/Native language) to the students who score below proficiency level on the NYSESLAT. The entitlement letters inform parents of their child's newly entitled services or continued ESL services. The entitlement letters with tear-off are first dated and signed by the principal informing parents that their children are entitled to receive or continue to be entitled to receive ESL services. The letters are given out to the students by the ESL teachers or homeroom teachers to take home to their parents. The return slips are collected and stored in the students' cumulative folders. The pupil accounting secretary, Ms. Grill updates the entitlement records through the ELPC screen in ATS.

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.

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 are always informed that they have the right to choose any of the three models, even if they are not currently in place at our school. Parents who choose free standing ESL are immediately accommodated. Parents who choose BL or TBE are informed that we would need a certain number of students to open up either program or they have the right to transfer/enroll in another school within the city that offers their program of choice. Parents desiring a different program are told that they can request alternate placement.

All this takes place within the first 10 days of admission to the school. The explanations and consultations with parents are done in the native language or english only if the parent chooses. Translation is made available to parents by school personell or outside translators.

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

Every Spring the NYSESLAT exam is administered to all ELL's at school. The school personnel uses the RLER report in ATS to identify all students eligible for testing.

- Before testing window is opened, parents are informed of the testing process and dates by phone messenger, the school's monthly callender, the school's website and direct mail to each family. Both the written letter and the school website information are sent in native language.
- Adequate NYESLAT materials are ordered to ensure that every student is tested.
- The speaking test is administered by the ESL teachers as soon as the window opens so that all students complete this section.
- The other three sections Reading, Writing, and Listening are administered by ESL and licensed teachers in separate classrooms under school wide testing conditions. During this testing period a section of the building is immobilized for testing.
- ESL teachers conduct school-wide make up tests for students who missed any part/s of the classroom administration of the sections.
- All test materials and students' answer documents are carefully counted, secured and scored to guarantee that all students receive a score for each section of the test

Our school boasts between ninety-eight and one hundred percent participation in the NYSESLAT over the past three years.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*
- We service ELL students with explicit English as a Second Language Instruction. This is due to trends in parent letters (parents prefer ESL programs to bilingual programs; this is reflected in a review of our ELL students' BESIS Student Information History forms). Since parent choice is overwhelmingly in favor of the model we provide, alignment is commensurate with requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1 a. Our school delivers instruction through self-contained, push-in and pull-out classes provided by licensed ESL teachers.
 - 1 b. Students are programmed for ESL classes by proficiency levels and grade. Beginner and Intermediate level students work in self contained classes by grade. Advanced students are serviced in pull out classes in the. Once per week the ESL teacher pushes into a content area 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)?

All ELL's receive the mandated minutes of instruction in ESL in alignment with CR Part 154. Beginners and Intermediates receive 360 minutes of ESL instruction which are divided into double and single periods. Advanced level ELL's receive 225 minutes of ESL instruction in daily single periods push-in or pull-out methods and 225 minutes in ELA instruction. All ESL instruction is provided by licensed ESL teachers. ELA instruction aligned to The Common Core Learning Standards is provided by licensed ELA teachers.

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

3. Content areas are delivered in English with native language support. The ESL teacher collaborates with content area teachers to monitor ELLs' progress and to share effective ESL strategies. The strategies employed by all teachers at IS 234 include: differentiated instruction based on approaches used to make the content more comprehensible are chunking, cooperative learning and reading and writing workshops. The read aloud modeling has proved effective in developing fluency and comprehension. English is used for instruction in all classes along with native language support. Student progress will be assessed each making period in order to evaluate and revise interventions as appropriate. Students work in small homogeneous groups for teachers to ensure that students grasp concepts; and in heterogeneous groups to encourage participation in discussions with peers in order to support the comprehension of a given topic or assignment.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELL's are evaluated in their native language only when Spanish Speaking students take the LAB-R to determine language dominance, since there is no bilingual or dual language programs in our school.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

4. ELLs are assessed through the Spanish Lab as appropriate. Students are evaluated in all four modalities through the use of classroom tests and activities in ELA and ESL classes. These observations and assessments are also augmented in the content areas.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. An ELL specialist services SIFE students twice per week as a pull-out program targeting deficiencies and gaps in the content areas. Additionally SIFE students and Students at risk are provided with AIS which includes MyOn Read, Khan Academy, Rosetta Stone, one-to-one tutoring and small group instruction during the 50 minutes after school intervention classes. Those students are also assigned to their regular ESL and English classes.

b. Newcomers are a challenge at the middle school level since they are at a point of trying to mastering communicative english and at the same time learning the content that will keep them on track as they prepare for High School. To help them overcome this challenge teachers infuse the ESL classes with content strategies while at the same time providing multiple entry points and scaffolds for mastering content. 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. Students participate in three instructional program models: selfcontained push-in and pull-out. Our newly arrived students are serviced in a self contained heterogeneously grouped

classes according to grade level.

c. The goal for ELL's receiving services for 4-6 years is to avoid them becoming long term ELL's. These students are flagged immediately for targeted intervention. Their tests scores in ELA and NYSESLAT are analyzed for possible trends that could be removed. 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 37 1/2 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

d. Long term ELL's are targeted by all teachers as being students at risk. Students will work with an F-Status licensed ESL teacher during two pull-out periods per week. Instructions will be targeted to meet individual learning challenges of these students. They are also invited to participate in after school AIS and supplemental programs offered after school.

e. 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 50 minutes extended day. Instructional programs are offered after school for ELL's in ELA and Math through The Common Core Success Academy. Transitional support for ELL's also includes testing accommodations on state exams, continued use of bilingual glossaries. Former ELL's are invited to AIS programs after school to prepare for state exams.

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

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, and 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 Common Core Learning Standards based curricular for instruction. Teachers and students follow a pacing calendar designed to meet the needs of our school and our students for timely delivery of instruction and content. Students are grouped heterogeneously or homogeneously 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 students 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. Students also use Code-X which general students utilize as their textbook of learning this year. Our school 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.

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

A concerted effort is made to prepare ELL-SWD for success in the least restrictive environment. Instructional material include Code-X, MyOn Read and Rosetta Stone. Content area teachers are provided with some content materials which supports all student learning by providing rigorous curriculum as is mandated by CCLS. Classes are scheduled to go into the computer lab or have laptops brought to the classroom for accessing online content in Study Island. Accommodations are made by teachers to ensure maximum benefit of the instructional time in the class.

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

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

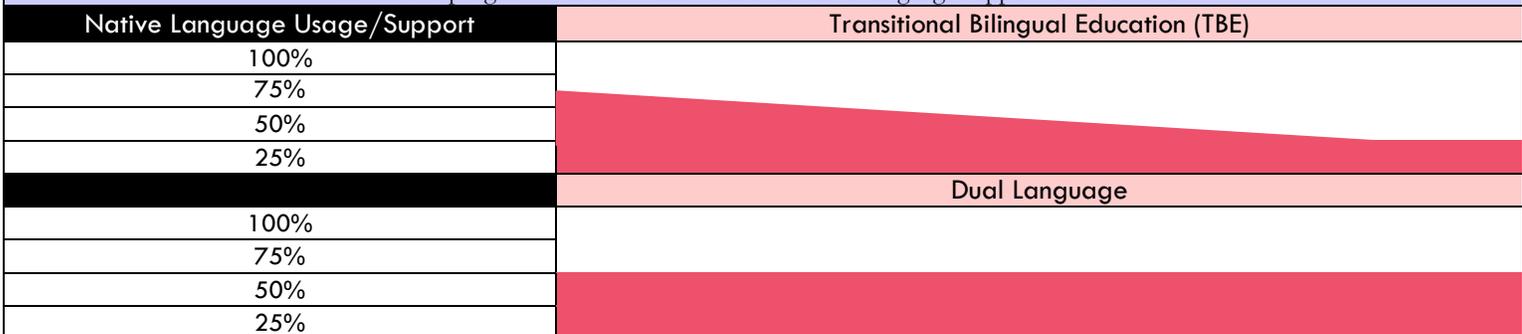
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- All intervention programs are offered in English at our school. This year 7th grade self contained (beginners and intermediates) ELL's are being given targeted support through the use of The Rewards program five periods per week. This program focuses on word structure, vocabulary, reading comprehension and fluency. The 8th grade self contained class is being given additional targeted support in reading and writing by a certified English teacher five periods per week. Additional content area support is offered for both groups through the content based texts utilized in both Rewards and the Strategic Intervention Program.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The Rewards program was used with a few ELL's last year, and these students showed progress on the NYSESLAT and ELA. This program does not only build fluency, vocabulary and word attack skills, but instruction is content based. There is a Social Studies and Science component to this remedial ELA program. Students are already showing progress in fluency and word attack skills.
11. What new programs or improvements will be considered for the upcoming school year?
- This year MyOn Read is being introduced in our school. It will be used with ELL's to help develop fluency and comprehension skills. The school has purchased mini l pads to support the impementation and use of this online program. ELL's will be targeted during extended day classes.
12. What programs/services for ELLs will be discontinued and why?
- Achieve 3000 and the after school writing module will be discontinued this year because of insufficient funds.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Enrichment clubs and activities are open to all ELL's before, during and after school. These enrichment opportunities include: chess, debate and public speaking, Model UN, dance, yearbook, journalism, jazz band, drama, basketball, soccer, shadow boxing and creative arts, community service, 3-D Sculpture, Mousse Squad, and flag football
- ELLs are afforded equal access to all school programs. ELL's are encouraged to attend tutoring, enrichment, athletic and general school activities. Notifications and flyers are distributed in English and in students' native language.
- An F-status ELL specialist works with these students in a pull-out model which provides reduced class size. Scaffolding for students is provided through small group instruction and one-to-one tutoring, Khan Academy, Destination Math, Rosetta Stone and MYOn Read. Additionally, students participate in Interim Assessments, quarterlies, and ELL assessments which will be monitored and adjusted on a regular basis.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All ELL's are support by Study Island, Rosetta Stone, Brainpop, and Khan Academy which are all online programs in the content areas.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In the Freestanding ESL program, students have access tio bilingual dictionaries and bilingual glossaries, translated texts, biligual audio/visual materials. They can also partner with other native speakers of their language in the classroom...peer translators. The classroom and school libraries also have several informational and literature text books in most of the languages within the school. Native language support is provided across all content area classes.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Services are provided at students' grade level. Students are programmed this year by grade level cohorts, as opposed to bridged levels. Therefore all students this year are in grade appropriate classes, with one self contained class on each grade level.

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

All students are given instructions regarding procedures for the first day of school. Students and parents of ELLs know which class their children have been assigned before the first day. Guidance Counselors are available prior to the first day of school for familiarizing students with opening day procedures. Cunningham places newly-arrived students in a self-contained classes in which they are immersed in English. Students are provided “buddy” students to familiarize them with the school and routines. An F-status ELL specialist works with these students in a pull-out model which provides reduced class size. Scaffolding for students is provided through small group instruction and one-to-one tutoring.

Sixth graders are invited a week before school re-opens to meet their homeroom teachers and classmates. They also get a tour of the building.

18. What language electives are offered to ELLs?

As with all our students, our ELL's in 7th and 8th grades are instructed in French or Spanish as another language.

19. For schools with dual language programs:

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

C. Professional Development and Support for School Staff

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

1. 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. 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, all staff are encouraged to attend workshops offered by OIT, WestEd, QTEL, CITE, NCTE, and other providers. Strategies and activities for differentiation and academic language development include:

- * Developing an understanding of changing ELL issues, strategies and methodologies
- * Training on scaffolding of instruction for ELL's is given, to incorporate ESL strategies in all content areas.
- * Emphasis on the development of teaching competencies/strategies in the instruction of academic vocabulary acquisition and writing skills

2. Teachers will attend professional development offered for the new Scholastic Code-X Program adopted by the school to support ELA instruction aligned to The Common Core Learning Standards. Content teachers will work in Teacher Communities to redesign Social Studies, Science and ELA Curriculum aligned to the CCLS. These workshops will also focus on refining units of study with accommodations for ELL's

3. Parents of ELL's are faced with cultural and language barriers. Therefore many parents do not have the accurate or complete information to navigate the High School application. Homeroom teachers, guidance counselors and other staff members provide language and translation support to parents during the HS application process. Homeroom teachers are provided with translators for conferences with parents during the high school application process. Teachers are given time to meet with parents throughout the process whenever they are need.

4. The 7.5 hours of training for all staff and 10 hours for special education teacher will be fulfilled as follows:

- * The AP of ESL will work with the other instructional AP's to identify appropriate workshops for teachers to meet the requires hours.
- * Our master teachers will provide on-going PD on instruction for ELL's
- * All staff will be encouraged to attend workshops offered in -house and outside

The AP responsible for ELL's will keep a record of all meetings and trainings attended by staff members. Agenda and attendance sheets will be kept on file by the AP.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. 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. Cultural events, literacy, math skills, and test taking strategies workshops are hosted every year for parents. At least 95% of parents come to parent teacher conference twice per year. Parents also attend ESL classes for adults during our Saturday Academy. Parents of ELL's are faced with cultural and language barriers. Therefore many parents do not have the accurate or complete information to navigate the High School application. Our school host a HS night and the families are encouraged to participate. On that night, translators are available in the event that parents need the service. Visiting HS's are able to share information and answer their questions about the high schools, programs and the process. Homeroom teachers, guidance counselors and other staff members provide language and translation support to parents during the HS application process.
 2. The community based Millineum After school program provides workshops for parents. They range from information night for high school to game nights for families.
 3. Workshops are provided to help ELL's parents support their children's preparation for the ELA and Math State exams. Translations of all school related communications are sent home.
 4. Parent needs are identified and addressed through the SLT, PA meetings, through the Parent Coordinator and the Learning Environment survey. The involment activities are items requested by parents and was based on a survey of activities
 5. Our school website has a myriad of information and support for parents. This year parents can read every item on the site in their home language.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: IS 234

School DBN: 22K605

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
SUSAN SCHAEFFER	Principal		1/1/01
LYRIL THOMAS	Assistant Principal		1/1/01
MARJORIE GUTTENPLAN	Parent Coordinator		1/1/01
JOHN KALFAS/ MS RAKITIN	ESL Teacher		1/1/01
	Parent		1/1/01
LINDA MC LEAN	Teacher/Subject Area		1/1/01
OLIVIA BATTS	Teacher/Subject Area		1/1/01
ELLEN YUDOW	Coach		1/1/01
DENISE ROTHMAN	Coach		1/1/01
ANDREW BEATRICE	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:** _____

Cluster: _____ **Network:** _____

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.

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.

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.

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.

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>.