

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

22K234

School Name:

J.H.S. 234 ARTHUR W. CUNNINGHAM

Principal:

SUSAN SCHAEFFER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: W. Arthur Cunningham I.S. 234 School Number (DBN): 22K234
Grades Served: 6-8
School Address: 1875 East 17th Street, Brooklyn, NY 11229
Phone Number: 718-645-1334 Fax: 718-645-7759
School Contact Person: Susan Schaeffer Email Address: SSchaeff@schools.nyc.gov
Principal: Susan Schaeffer
UFT Chapter Leader: Marie Kallo
Parents' Association President: Ursula Edwards
SLT Chairperson: Joan Gleicher
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 22 Superintendent: Julia Bove
Superintendent's Office Address: 5619 Flatlands Avenue, Brooklyn, NY 11234
Superintendent's Email Address: JBove@schools.nyc.gov
Phone Number: 718-968-6248 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Team 5 Director: Cheryl Watson Harris
Director's Office Address: 415 89th Street, Brooklyn, New York
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Susan Schaeffer	*Principal or Designee	
Joan Gleicher	*UFT Chapter Leader or Designee	
Ursula Edwards	*PA/PTA President or Designated Co-President	
Joann Matteo	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Bonnie Steinbach	Member/ Supervisory	
Cynthia Haskel	Member/ Teacher	
Gina Sylvan Noel	Member/ Teacher	
Romy Pomerantz	Member/Teacher	
Linda Peterson	Member/ DC 37	
Jan Lam	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jennifer Leopold	Member/Parent	
Jean Lombard	Member/ Parent	
Laverne Brathwaite	Member/ Parent	
Marcia Rogers	Member/Parent	
Marie Momplaisir	Member/Parent	
Karlene Hall	Member/Parent	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

W. Arthur Cunningham Intermediate School is among the City's largest and most desirable middle schools. Ranking 56th in all of NY State, the student body is culturally diverse with a population that is 25.2% Asian, 11.9% Hispanic, 16.7% Black, and 44.2% White. The school population consists of 1913 students in grades 6-8. Students in grades 7 and 8 have individualized programs to meet their academic needs. Throughout the school, classes are arranged by designations of Advanced, Honors, and General (for students who require some academic support). Within these designations, students with special needs and English Language Learners can be found. The school offers regents HS credits in science and mathematics.

Cunningham is a large middle school distinct from others in its diversity of students—ethnically, economically, racially, and in those with varied abilities and needs. Instead of viewing its differences as challenges, the school community views them as resources and opportunities for growth, exploration, and celebration. Our mission is to provide a safe, nurturing, and supportive environment, while empowering all students to learn today and lead tomorrow. We uphold rigorous academic standards and expectations for students in literacy, numeracy, technology, and social citizenship. We commit to the belief that all students can learn, grow, and succeed through effort, perseverance, and diligence. The familial atmosphere fosters a culture of sharing, and provides a safe, nurturing environment where students thrive and parents and teachers work collaboratively to create possibilities for them to excel. The school values the dignity and worth of each member of the school community, and involves parents, community, staff, and students in teaching and learning decisions. The school supports the academic, personal, and professional growth of each individual and inspires life-long learning among all. Our doors are always open to encourage and develop new ideas to meet the ever-changing needs of our students.

Cunningham faculty is committed to providing students with 21st century technological skills. Every classroom is equipped with a SmartBoard, and classes share carts of iPads and have access to computers through open computer lab periods. Every teacher has been issued an iPad to use as a resource for teaching, and students are proficient in the skills of Internet research. The school has a digital photography lab. Additionally, students take a course in digital citizenship to understand the moral responsibilities that accompany the use of technology. The school's "mouse squad" trains students to diagnose problems and repair the technology. We offer a course in robotics that strengthens our students' math and engineering skills. We strongly encourage growth in STEAM—science, technology, engineering, arts, and mathematics—and expose our students to the college and career possibilities in those areas beyond the obvious. Our students planted and maintain a vegetable and herb garden on the school premises, and next year will participate in the building of a virtual city. Our teachers have become adept in grant writing and have procured resources to enrich and engage our students from classroom libraries to laptops.

GreatSchools.net rates the school as a 10 out of a possible 10 points. The school offers traditional band, rock band, chorus, drama, and hosts a state-of-the-art dance studio. Students learn Spanish, French, and Latin, and those new to the English language are assisted by the Rosetta Stone program. The school has partnerships with Millenium, Urban Advantage, Model UN, Science Olympic, and offers a variety of resources for students requiring Academic Intervention. For the students' social and emotional growth, the school participates in anti-bullying programs and peer intervention programs.

Cunningham's professional learning community has grown, as Peer Instructional Coaches and Demonstration Teachers from the Teacher Incentive Fund move collaboration forward. This has led to the common practice of looking at student work to revise and refine curriculum and instruction. The school's administrative team works collaboratively with teachers to provide actionable suggestions for improvement and professional growth.

22K234 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1923	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	1	# Integrated Collaborative Teaching	44
Types and Number of Special Classes (2014-15)					
# Visual Arts	37	# Music	53	# Drama	N/A
# Foreign Language	54	# Dance	5	# CTE	N/A
School Composition (2013-14)					
% Title I Population	2.1%	% Attendance Rate			95.0%
% Free Lunch	57.1%	% Reduced Lunch			10.4%
% Limited English Proficient	8.2%	% Students with Disabilities			10.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			16.4%
% Hispanic or Latino	12.3%	% Asian or Native Hawaiian/Pacific Islander			27.0%
% White	43.3%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			3.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			6.71
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	52.1%	Mathematics Performance at levels 3 & 4			64.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			80.9%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			YES
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

Based on an ongoing analysis of student writing in all core subject areas, and of the results of the MOSL tests (the school administered three—one of our own creation), we see that students have difficulty determining the relevance of textual evidence. Our MOSL data in ELA indicate that our grade 6 students made progress from 46 to 56 to 70% in trait three; our grade 7 students went from 45 to 59 to 74%; our grade 8 students went from 44 to 61 to 75%. Although there is evident progress, the margin of inappropriate relevance is still too great. The results of last year’s state exam in ELA show us that student writing requires improvement. There is evidence in student responses to DBQs that determining relevance is a skill which is weak. In common planning teams, as teachers look at student work, it is evident that although students have improved in the use of text-based evidence, they do not always understand the relevance of the evidence to the purpose of their writing.

Part 2 – Annual Goal

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

By 2016, 75% of students will demonstrate progress in the construction of a cohesive argument which incorporates relevant textual evidence into their writing, as measured by the administration of baseline and interim assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Curriculum across all grades in all core subjects will help students develop and support arguments in their writing through lessons in units of study and models. 	All students	Sept. 2015- June 2016	All Teachers Administrators
<ul style="list-style-type: none"> • English Language Learners and Students with Disabilities will participate in a National Geographic program called Inside which is intended to scaffold appropriately for students with special needs. The writing component of the program provides explicit instruction with attention to vocabulary and usage, making it accessible to students with limited English language skills. The explicit instruction for writing to then be bridged to the specific content of the texts. 	ELLs and SWDs	Sept. 2015- June 2016	ELA/ELL teachers Special Education self-contained teachers
<ul style="list-style-type: none"> • Through Code-X routines, students are involved in evidence-based protocols in both their on-demand and performance task writing. These routines are carried into their core curriculum classes and expectations are uniform throughout grade • Use of technology to target writing strategies. This includes Study Island, LightSail, BrainPop, Prentice-Hall.com, Glencoe.com, Oology (though Urban Advantage), Discovery Education, Google Docs, Prezi, Glogster, Microsoft applications, blogging.- • Interim assessment testing and analysis of data to improve planning and instruction. Teachers will analyze data in common planning meetings and PL communities. • Professional development with a focus on writing will be provided on Mondays and Tuesday, during common planning meetings, at lunch and learns, by, subject, vertically and horizontally, and interdisciplinary. • School leadership supports teacher development by enabling social-emotional support to improve student achievement. • All content areas will complete two performance tasks aligned to CC writing standards. 	All students All students All students All teachers All students Teachers All students All students All students	Sept. 2015- June 2016 Sept. 2015- June 2016 Sept. 2015- June 2016 Sept. 2015- June 2016 Sept. 2015- June 2016 Sept. 2015- June 2016	ELA Teachers Social studies teachers Science teachers Math teachers All core teachers Technology teachers All teachers Administrators Peer Instructional Coaches Demonstration teachers. Administration All content teachers

<ul style="list-style-type: none"> • Online access to Study Island and Discovery, designed to assess student levels and provide scaffolded questions and activities to improve writing skills. • Teachers will use data from assessments to adjust units of study, their implementation, and to differentiate instruction. 		<p>Sept. 2015- June 2016</p> <p>Sept. 2015- June 2016</p>	<p>All administrators, Teachers</p> <p>Students</p> <p>Parents</p> <p>Administrators</p> <p>Teachers</p>
<ul style="list-style-type: none"> • Teacher teams will engage in a cycle of implementation, looking at student work, and revising in order to provide a variety of pedagogical models and the use of multiple entry points to provide access for all students in their focus on writing. All teachers will implement reading and writing in their content area classes. Teacher made tests will include a writing portion requiring students to use relevant text-based evidence to support their claims. • The school will plan and implement parent workshops and instructional/informational meetings with parents about helping their children to develop stronger writing skills. • Provide regularly updated information about activities in subject areas, including tests, assignments, homework, curriculum via our school website, written notices to parents, parent-teacher visits and conferences, Engrade, Parent Coordinator’s newsletter, and Parent Association meetings. • Parents are invited to attend conferences in which administrators, teachers, deans, guidance counselors, and students meet to discuss individual academic and social progress. • Encourage more parents to participate effectively as full partners in their children’s education by utilizing Tuesday conference periods, parent workshops, School Leadership Team meetings, Parents’ Association meetings, and other school committees • Foster communication in the home-school connection by utilizing the I.S. 234 website • Welcoming, valuing, and incorporating families and community into the school by offering an inclusive culture in classrooms and throughout the school, and building strong partnerships with businesses and community based organizations. • Continued support of our Parent Coordinator in her efforts to promote increased parent involvement in school affairs • Use of On-Line Grading system “Engrade” which provides ongoing information about student progress 	<p>Teachers</p> <p>Parents</p> <p>Parents</p> <p>Parents</p> <p>Students</p> <p>All parents</p> <p>ENL students</p>	<p>Sept. 2015</p> <p>June 2016</p> <p>Ongoing</p> <p>Sept 2014-</p> <p>June 2015</p> <p>Sept 2014-</p>	<p>Teachers</p> <p>Administrators</p> <p>Teachers</p> <p>Administrators</p> <p>Administration</p> <p>Teachers</p> <p>Parent Coordinator</p> <p>Webmaster</p> <p>All teachers</p> <p>Administration</p> <p>Support staff</p> <p>All teachers Administration</p> <p>Administration</p> <p>Administration; Parent Coordinator</p> <p>All teachers Administration</p> <p>Administration</p> <p>All teachers Administration</p>

<ul style="list-style-type: none"> • Use of Global Connect Messenger system to keep parents informed. • Providing information about the CCLS to parents at parent-teacher conferences and during school based conferences. • Providing feedback to parents regarding their child’s progress via Engrade and student progress reports. • Provide information and links to NYSED and ENGAGENY via the school website. • Parents will have access to online curricula materials via teachers’ websites • Saturday Enrichment program will target English as a New Language learners. 		June 2015	All teachers Administration
		Sept 2014-	All teachers
		June 2015	Administration
		Sept 2014-	Administration
		June 2015	All teachers
		Sept 2014-	Webmaster
		June 2015	All teachers
		November 2015-April 2016	Webmaster
			Supervisors
			Teachers
		Parents	

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Per session funding for revisions of units of study and the creation of school made assessments to target progress in writing • Per session for teachers to conduct after-school or evening workshops for parents • Additional teaching periods to support the writing program. • Teachers’ programs have been arranged to facilitate common` professional learning periods and intervisitation of Peer Collaborative Teachers and Model Teachers • Purchasing of iPads to increase ratio of devices to students • Core Teachers • Peer Collaborative Teachers and Model Teachers • Administration • Outside Professional Development • Related service supports • Extended day enrichment courses

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E	X	21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>The school will design a writing assessment to monitor progress that specifically targets the traits connected with supporting arguments using relevant support. This assessment will provide a baseline and interim benchmarks. Teacher teams will evaluate progress by analyzing data from interim assessments to target and refine their instruction.</p> <p>Administration and Teacher Leaders will work together to coordinate specific professional development throughout the school year. Analysis of our pre and post writing assessment will provide us with an indication of success or need for improvement.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

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

Based on an analysis of the NYC Learning Environment Survey, While 92% of parents and 93% of teachers were satisfied overall with the school’s culture, only 81% of students were satisfied with the school culture. In our effort to prepare students for college and career, we must not only address their academic and intellectual needs, but their social and emotional needs, as well. Students who feel safe and valued at school will demonstrate greater academic achievement.

Part 2 – Annual Goal

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

By June 2016, 90% of all students will feel safe, known, respected, and supported by all constituents of the school community as measured by a school learning environment pre and post survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Professional learning will incorporate social-emotional needs of students. The school will purchase anti-bullying services from outside providers. Guidance counselors, deans, teachers, and administrators will provide students with opportunities and strategies to engage in meaningful conflict resolution. 	<p>All students All students Students and parents</p>	<p>Sept. 2015- June 2016 Sept. 2015- June 2016</p>	<p>Administrators Deans Guidance Counselors</p>

<ul style="list-style-type: none"> • As per the Chancellor's City wide Instructional Expectations, we have devised a system to ensure that each student is known well by at least one staff member. • Each students' Agenda book provides space for teachers to document notes from parental contact, conferencing notes with students, and developing strategies for areas of student development. • Students Agenda handbooks provides strategies about showing courage, how to command respect, conflict resolution, self-discipline, how to be a depended student, honesty, diligence, fairness, trustworthiness, cooperation, patience, and tolerance. • Students Agenda handbooks provides students with time management and organizational strategies • Principal created student handbook with important dates, responsibilities, resources, enrichment clusters, and after school activities. • Monthly PPT meetings address the social emotional needs of students and accounting any issue that will interfere with academic progress • Implement the Schoolwide Enrichment Model (SEM) as a tool for total school improvement with goals to provide challenging high-end learning that is enjoyable for all students. We will focus on students' strengths rather than deficits. • Type III enrichment activities take the form of enrichment which involves individual or small group investigations of real problems in grade 8 • Type 1 and type 2 enrichment will be exposed to all grades and expose students to new topics, arousing their interests and involves learning the skills related to the topics. • Homerooms will be re-established to provide stability and familiarity for each student and teacher. 	All students	Sept. 2015- June 2016	Teachers
	All students	Sept. 2015- June 2016	Outside providers
	Students and parents	Sept. 2015- June 2016	Administrators
	Teachers	Sept. 2015- June 2016	Teachers
	Students	Sept. 2015- June 2016	Guidance counselors
	Support personnel	Sept. 2015- June 2016	Deans
	Students	Sept. 2015- June 2016	Support staff
	Grade 8 students	Sept. 2015- June 2016	Administrators
	All students	Sept. 2015- June 2016	Teachers
	Students	Sept. 2015- June 2016	Parents
		Sept. 2015- June 2016	Students
		Sept. 2015- June 2016	School administration
		Sept. 2015- June 2016	Outside vendor
		Sept. 2015- June 2016	School administration
	Sept. 2015- June 2016	Outside vendor	
	Sept. 2015- June 2016	Principal	
	Sept. 2015- June 2016	Administration	
	Sept. 2015- June 2016	Guidance Counselors	
	Sept. 2015- June 2016	Deans	
	Sept. 2015- June 2016	Administration	
	Sept. 2015- June 2016	Teachers	
	Sept. 2015- June 2016	Support staff	
	Sept. 2015- June 2016	Teachers	
	Sept. 2015- June 2016	Teachers	
	Sept. 2015- June 2016	Administration	
	Sept. 2015- June 2016	Teachers	

<ul style="list-style-type: none"> In an attempt to establish a closer relationship with the families of our students, school personal will collaborate to provide informational webinars to focus on specific subject areas, as well as preparation for high school, emotional and social challenges faced by the middle school students and other pertinent information regarding the welfare of our students 	<p>All Students</p> <p>ELLs</p> <p>SWDs</p>	<p>Sept. 2015- June 2016</p>	<p>Administrators</p> <p>Teachers</p> <p>Sports coaches</p> <p>Technology specialists</p> <p>Millenium personnel</p>
<ul style="list-style-type: none"> A newsletter published weekly, updates parents about important instructional information, school wide and Community events. It also provides links about topics such as bullying, conflict resolution, and opportunities for students to participate outside of school and cultural events. 	<p>All students</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers</p> <p>Technology specialists</p>
<ul style="list-style-type: none"> Continue to showcase students at events like music, dance, band, multi-cultural festival, science expo and drama performances. Set up and monitor a peer-mentor program that helps students develop positive social relationships. 	<p>Parents</p> <p>Community members</p>	<p>Sept. 2015- June 2016</p>	<p>Administration</p> <p>Teachers</p> <p>Parent Coordinator</p> <p>PA & SLT parent members</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> Funding for online programs Rosetta Stone, Study Island, and Math IXL Per session for teachers of Saturday Academy and afterschool activities Agenda books 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <ul style="list-style-type: none"> School-made student surveys addressing student satisfaction with the school culture and whether they feel valued, supported, safe, and respected. Review of discipline, safety, and support policies and procedures to take place on an ongoing basis which includes a review of OORS data, student and parent communication.
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

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

As the faculty of Cunningham continues to function as a professional learning community, teachers become aware of the incongruity between their commitment to ensure learning for all students and, according to the School Quality Review, their lack of coordinated strategies to respond when some students experience challenges in learning. In order to understand the root causes of these challenges, it is necessary for teachers to employ a uniform protocol to collaboratively learn from the work their students produce and to use that understanding, along with the data provided from formative and summative assessments, to revise their units of study and resources. It is essential that the school quickly identifies students who need additional time and support. Solutions should be based on intervention rather than remediation. Creating uniformity in diagnosis and prescription will offer a lens into students’ challenges, foster professional camaraderie, and lead to increased student achievement.

Part 2 – Annual Goal

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

Throughout the 2015-16 school year, Professional Learning Communities (PLCs) will employ a school-wide uniform protocol and employ data from formative and summative assessments to learn from student work in order to shape instruction as evidenced by the ongoing revision of units of study and resources.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Professional Learning Communities will be trained by Peer Collaborative Teachers and Model Teachers in the use of protocols to structure collaborative conversations for tailoring instruction. • Team members will rotate the roles of student work presenter and facilitator during each session. • Team members will create tools to provide scaffolding for ELLs, SWDs, and high-need subgroups based on the student work data. These tools will be shared horizontally. • Team members will create enrichment activities for high achieving students based in student work data. 	<p>All students ELLs, SWDs, high-needs subgroups Level 4 students</p>	<p>September 2015 through June 2016 September 2015 through June 2016 September 2015 through June 2016</p>	<p>Administrators, Peer Instructional Coaches, Model Teachers, Common Planning Leaders Teachers Peer Collaborative teachers (PCTs) Teachers</p>
<p>Teachers will share best practices during Lunch and Learns, as well as participate in a culture of intervisitation, based on Advance data, and facilitated by Peer Collaborative and Model Teachers.</p>	<p>All students All teachers</p>	<p>September 2015 through June 2016</p>	<p>Administrators, Peer Collaborative Teachers, Model Teachers, Common Planning Leaders</p>
<p>Professional Learning Communities will use after school time on Monday and Tuesdays to meet and share learnings vertically and horizontally, by discipline, and interdisciplinary.</p>	<p>All students All teachers</p>	<p>September 2015 through June 2016</p>	<p>Administrators, PCTs, Model Teachers, Common Planning Leaders</p>
<p>Teachers collaborate with colleagues toward providing meaningful and comprehensive communication to parents; students are informed about and provided with multiple avenues of communication with teachers, support staff, and supervisors, which include the school's website, guidance outreach, Engrade, email, telephone calls, SLT and PA meetings, and Tuesday afternoon teacher-parent time.</p>	<p>Teachers Parents</p>	<p>September 2015- June 2016</p>	<p>Administration Teachers Parents Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Common planning time
- Professional learning opportunities, including after-school curriculum writing
- Outside professional development
- Prep period coverages

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Classroom tests, pre-assessments in core subject areas, including schoolwide writing assessment; professional learning agendas; administrative observations.

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

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	NYS ELA; Summative assessments; Formative assessments; Teacher recommendations; Parental input	Code X Reading skills programs ELA tutoring ELA enrichment classes Specialized HS preparation classes Saturday Academy for ELLs and SWDs Tier I & II interventions	Full class One-to-one/small group Full class Selected students Small groups	Daily, during school day As needed Daily, during school day Twice weekly for 8 weeks Weekly
Mathematics	NYS Math; Summative assessments; Formative assessments; Teacher recommendations; Parental input	After-school AIS classes Common core Algebra I AIS AIS for SWDs Saturday academy for ELLs and SWDs Lunchtime tutoring Tuesday afternoon tutoring Tier I & II interventions	6, 7, 8 selected students Struggling students Small group Small group One on one One on one (by invitation)	1x per week 1x per week 1x per week As needed 1x per week
Science	NYS Science; Summative assessments; Formative assessments; Teacher recommendations;	Flexible grouping; Study Island for remediation; Lunchtime tutoring; Tuesday tutoring sessions; Conferencing	All students Struggling students (bottom third) Struggling students (by invitation)	2-3 times per week 1-2 x per week 1x per week 1-2x per month

	Parental input	Urban advantage professional development to support teachers with strategies to engage all learning, and to utilize field studies and cultural institutions to develop literacy and inquiry skills. Tier I & II interventions	Science teachers	
Social Studies	NYS ELA; Summative assessments; Formative assessments; Teacher recommendations; Parental input	Flexible grouping; Study Island for remediation; Lunchtime tutoring; Tuesday tutoring sessions; Conferencing Tier I & II interventions	Struggling students (bottom third) Struggling students (by invitation)	2-3 times per week 1-2 x per week 1x per week
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Teacher recommendations; Parental input	Individual counseling services; group counseling; outside referrals to New Horizons counselling; student conflict mediation; pre and post-suspension counseling; academic/grade counseling; identification of academic needs for at-risk academic services; Pupil Personnel committee meetings (weekly); parent high school counseling; career guidance; bully identification/intervention/prevention; ACS referrals; parent conferences (all ongoing); school SAPIs worker. Conferences with teachers and other school personnel; Pupil Personnel Committee; generate suggestions related to intervention strategies based upon students' individual needs within the least restrictive environment. ERSS; counseling; student-parent conferences; representation on PPC, IEP committees; classroom observation; consultative and support services to students, parents, and school personnel.	Any student by need; Mandated students; Referred students;	

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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: <u>W. Arthur Cunningham</u>	DBN: <u>22K234</u>
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: <u>75</u>
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 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>9</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>7</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

The 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 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

Part C: Professional Development

- 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 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.

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/activites that will be helpful to parents:

Part D: Parental Engagement Activities

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 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 	\$ 15143.94	<u>1. Saturday Academy 10 sessions</u> <u>3 Teachers x 3 hrs/wk=9 hrs/wk</u> <u>9hrs x 10 = 90 hrs X \$51.51=</u> <u>\$4,635.90</u> <u>2. After School Programs 17 sessions</u> <u>6 Teachers x 2hrs/wk = 12hrs</u> <u>12hrs x 17 = 204hrs X</u> <u>\$51.51 = \$10,508.04</u>

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.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>\$1500</u>	<u>2 Professional Development Workshops for Teachers at \$750 each</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$1640.06</u>	<u>Extreme Explorer Print Subscription 175 @ \$4.35=\$761.25</u> <u>Daily 6-trait Writing Grade 6 Student Book 76@ \$8.79=\$668.04</u> <u>Various Teacher strategies and support workbooks and Professional enhancement books for working with ELL's; content, writing and reading texts</u> <u>Multiple copies for teacher resource library @ \$210.77</u>
Educational Software (Object Code 199)	-	_____
Travel	_____	_____
Other	<u>\$1500</u>	<u>2 Parent Engagement Workshops @ \$750 each</u>
TOTAL	<u>19,784</u>	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Ms. Susan Schaeffer	Assistant Principal Ms. Lyril Thomas
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor Mr. Andrew Beatrice
Teacher/Subject Area Mr. Michael Mena/ENL	Parent Anderson Bastien
Teacher/Subject Area Ms. Linda Mc Lean/Math	Parent Coordinator Ms. Marjorie Guttenplan
Related-Service Provider Mr. Andrew Beatrice	Borough Field Support Center Staff Member
Superintendent Ms. Julia Bove	Other (Name and Title) Mr. John Kalfas/ENL

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	2009	Total number of ELLs	188	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	188	Newcomers (ELLs receiving service 0-3 years)	141	ELL Students with Disabilities	36
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	41	Long-Term (ELLs receiving service 7 or more years)	6

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	141	6	9	41	0	23	6	0	4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 7

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7	11	8					0
Chinese							4	7	6					0
Russian							28	16	21					0
Bengali							0	0	0					0
Urdu							6	8	3					0
Arabic							5	4	3					0
Haitian							1	1	5					0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian							1	0	0					0
Other							10	16	17					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							12	12	7					0
Emerging (Low Intermediate)							6	5	10					0
Transitioning (High Intermediate)							3	5	6					0
Expanding (Advanced)							23	27	22					0
Commanding (Proficient)							16	14	15					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							45	31	24					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	23	21	1	0	0
7	29	15	2	0	0
8	20	22	3	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	14		17		11		11		0
7	9		20		18		7		0
8	13		18		11		10		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	6		17		19		7		0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 At our level, Middle School, most of our students have already acquired early literacy skills, and the IEP's of the SWD's indicate their literacy level.
 Teachers use Fontas and Pinnell to help identify students' current reading levels. The school and teachers also use the LAB-R, NYSESLAT, ELA, Math, Formal and Informal reading records to analyze the students' progress and needs. The reading levels help teachers to determine students' instructional level, assist students in choosing independent reading materials, and help to set standards and create goals for students' instructional focus. Teachers also use schoolwide benchmark assessment to further their knowledge of student levels. The results of the data provide information about students' strengths and weaknesses. The teachers utilize the data to drive instruction, in planning guided teaching groups and to individualize instructions. This data helps the school in scheduling students to receive support and intervention services as required by individual needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 An analysis of the NYSESLAT indicate that about 24.5% of the students tested at the commanding level; about 39% tested at the expanding level; 8% tested at the transitioning level; about 11% tested at the emerging level and about 17% at the entering level. Throughout the grades, the highest percent scored at the expanding level. 43% of 7th graders scored at the expanding level and 37% of 8th graders scored at the expanding level. NYSITELL scores generally mirror the NYSESLAT scores recorded for our ENL population.

 An analysis of the NYSESLAT modalities indicate that students perform better in the areas of listening and speaking, and require more scaffolding for reading and writing. The same is evident on the NYSITELL. One particular area that stands out about our ELLs, that we learned from our periodic assessments, is their vocabulary deficiency, with particular attention to figurative language and academic usage of words. The ENL specialists 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.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The school uses about Annual Measurable Achievement Objectives to target groups of students, to assist with programming

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - Based on the assessment results, scores are slightly higher on standardized exams when the students are provided with translated versions of the test, glossary or a translator. There are also more students proficient in math than in ELA, which may be due in part to the availability of translated exams and the minimal reading required.
 - Periodic assessments provide data to administrators and teachers with specificity regarding the skills in which students show strengths and weaknesses. Like all of our instructors, ENL teachers and content specialists analyze the data from the periodic assessments and target their lessons to meet the needs of the students. The ENL 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 2015 NYSESLAT, last year's periodic assessment was a good predictor of student performance. Therefore, this school year, administration and teachers will be looking at the periodic assessment to align instruction to so that students can show higher levels of proficiency on the NYSESLAT. ENL teachers and the Assistant Principal will look at the data to examine strengths and weaknesses, and share this information with the content specialist who service the ENL population.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
Not Applicable. 6-8 School.

6. How do you make sure that a student's new language development is considered in instructional decisions?
ENL teachers use the RMSR report to determine students strengths and weaknesses on each modality of the NYSESLAT. After reviewing this report, instructional time is set aside, and students are programmed to receive the mandated ENL/ELA instructional time per week (360, 180 or 90 minutes). Instruction is differentiated according to the needs of each child.
In addition, during the HLIS interview with the parents, teachers discuss prior schooling, performance in school in their native country and other information that may assist the school in making educational decisions. We use the information we gather from our ELLs to support instruction in all classes. All teachers, including content area teachers, focus on building academic vocabulary through a variety of strategies.

ENL teachers meet with content/classroom teachers to address the needs of ENL students and plan for instruction.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g, meeting AYP for ELLs).
Programs for ELL's are evaluated based on the results of the NYSESLAT and State tests scores. Additionally, the following is a list of approaches that are used as guides for ensuring growth in our students learning: ELL Periodic Assessments/Benchmark Assessments, Portfolios, Formative/Summative Assessments, Annual Yearly Performance Report/Progress Reports.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 a(n) adult family member/s and the student in English as well as the student’s native language.
4. Administration of NYSITELL if the student is eligible
5. Administration of Spanish LAB-R if the 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 or Michael Mena, both certified ENL teachers; 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, Mr. Mena 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 NYSITELL by one of our certified ENL teachers (Mr. Mena or Mr. Kalfas) 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. At the completion of testing, ENL parents are given an orientation at the school in the home language. This meeting 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 at registration, and a follow up letter/reminder is sent home with the student in the home language. When a student is determined to be entitled to receive ENL service, entitlement letters are sent home in the home language as indicated on the HLIS.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
All ENL’s are screened to see if they are SIFE. Home language surveys and prior school records are analyzed to determine the level of proficiency in the students’ native language. Student and parent interviews are conducted when necessary using the oral interview questionnaire. If it is indicated that there was a gap in the student’s education, The Literacy Evaluation for Newcomer SIFE (LENS) is administered in the languages available i.e. Arabic, Bengali, Chinese, Haitian Creole, or Spanish. Once a student is identified to be a potential SIFE, he or she is also assessed using current and past academic indicators, NYSITELL scores, classroom tests, grades, observable classroom performance and articulation with the classroom teachers. The final determination is entered into ATS within 30 days of enrollment.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
During the registration, interview and identification process, if there is an indication that the student may need or require special services, the Language Proficiency Team (LPT) is formed to determine the student’s English language development, and whether the student should take the NYSITELL. The members of this team includes the Guidance Counsellors, AP ENL, ENL Teachers, Special Ed Coordinator and the student’s parent/guardian. An interpreter or translator of the native language of the family is made available and is present at the meeting.
SIFE status is also determination during this process. The Principal and Superintendent have a total of 10 days to review and accept or reject the LPT’s recommendation. The parents are notified of the decision to test or not within 3 school days of the decision. The final determination and placement is completed within 20 days of enrollment.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The ENL teachers are responsible for parent outreach to ensure that entitlement and non-entitlement parent notification letters are sent home to parents within five days of the NYSITELL being scanned and a score determined. When a parent registers a student, an appointment is set up the same day for a follow up visit to the school. During this follow up visit the parent is given the information (entitlement or non-entitlement) in the home language. Between the first and second visit to the school the student is tested within that

time frame, so that the parent gets the entitlement letter and has an orientation on the second school visit. As soon as testing is completed and scanned, the testing teacher sends the notification letter home with the student, in the home language, with a reminder for the meeting at school. The schools ensures that the parent's return visit in within five days of scanning or scoring for testing results.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents and students who are 18 plus, are first notified through the Entitlement letter in their home language or preferred language. At the orientation the parents and student are again informed of their right to appeal the placement within 45 days. This is communicated orally in the home language through the use of a translator or interpreter, by a licensed ENL teacher. The signed entitlements letters and notifications are placed in the student's cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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 ENL, 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 ENL 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 ENL program in place. Parents of newly enrolled students can also 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 spoken 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

When Parent Orientation is done on the first day of testing, Mr. Kalfas or Mr. Mena hand delivers the entitlement letter to parents once a new admit is identified as ENL. Otherwise, the entitlement letters, along with parent surveys and selection are sent home in English and their native language with students. The parent survey forms are collected during the 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 the student's cumulative folder. Finally, the copies of the forms along with the copies of the home languages are maintained and stored in the main office.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. All ENL teachers ensure that all required forms and letters are sent home to parents in their native/home language and returned as required. Teachers are responsible for monitoring the returns and sharing that information with the pupil accounting secretary who records that information. The teachers and AP keep a record of the forms that have been returned and continue to monitor and reach out to families until all is completed.

After the initial distribution of materials, the return rate is assessed, with materials redistributed as necessary. For those forms still not returned, the ELL teachers will make telephone calls asking parents to come to the school. Every effort is made to accommodate parents with alternative dates for parents to meet.

9. Describe how your school ensures that placement parent notification letters are distributed.

Placement and 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 ENL services. The

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued Entitlement and Transitional Support Letters are sent home (English/Native language) to the students who score below Commanding level on the NYSESLAT or achieve Commanding Level. The entitlement letters inform parents of their child's newly entitled services or continued ENL services. The entitlement letters are first dated and signed by the principal informing parents that their children are entitled to receive or continue to be entitled to receive ENL services/support. The letters are given out to the students by the ENL teachers to take home to their parents. The return letters 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.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
We service ENL students with explicit English as a Second Language Instruction. This is due to trends in parent letters (parents prefer ENL programs to bilingual programs; this is reflected in a review of our ELL students' BESIS Student Information History forms). Since 100% parent choice is 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- Freestanding ENL program.
Our school delivers instruction in block programming for entering and emerging students in a stand-alone ENL program and integrated ENL. Our 6th and 7th grade students in this group are serviced by a teacher dually licensed in ELA and ESL. Our 8th grade group is serviced by an ESL teacher and Licensed ELA teacher in a co-teaching model. All other students levels are serviced through the content with a licensed content teacher and and a teacher of ENL's in a integrated ENL /Content co-teaching setting.
 - TBE program. *If applicable.*
Not applicable.
 - DL program. *If applicable.*
Not Applicable.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
All ENL students receive the mandated minutes of instruction in ENL in alignment with CR Part 154. Entering and Emerging receive 180 minutes of ENL instruction and 180 minutes of ENL/ELA for a total of 360 minutes, which are divided into double and single periods. They are hogenously grouped. Transitioning and Expanding receive 90 minutes of ENL and 90 minutes ENL/Content area instruction weekly. This is facilitated by daily single period of push-in/co-teaching instruction. Commanding students receive 90 minutes INTEGRATED ENL in ELA/Content Area .
All ENL student instruction is provided by licensed ESL teachers, and/ or licensed content specialists.
ELA instruction is aligned to The Common Core Learning Standards is provided by licensed ELA teachers.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The core content is delivered to ENL students through the push in/co-teaching model. Students use Common Core instructional materials that are modified for understanding complex ideas. Content area instruction is delivered to ENL students through a collaborative approach. ENL students are grouped by proficiency levels. Entering and Emerging students are grouped together. Each of the other level students are also grouped together.

The school utilizes the “push in” model of ESL instruction. Instruction is standards based and aligned to the Common Core Learning Standards. Curriculum maps have been created across the grades/content so that all of classroom providers can service students consistently. The ESL teacher supports the content teachers and collaboratively, they conduct lessons. The teachers make content comprehensible to enrich language development by implementing scaffolds and supports. All content curriculum in the school have ENL accommodations built in.

Teachers are using Common Core aligned Code-X program to support the ELA curriculum. Standards-based activities include a variety of genres to enhance and promote student interest. Reading and writing are heavily embedded in classroom activities that are linked to reading selections and are tailored to meet the reading and writing standards. Native language support is provided as necessary i.e: the use of the computer/ipads, google translate, glossaries and dictionaries in different languages.

Our Stand alone Entering and Emerging students use Nation Geographic's Inside program which is also skill leveled and Common Core aligned.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
ELL's are evaluated in their native language only when Spanish Speaking students take the Spanish LAB 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?
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 ENL classes. These observations and assessments are also augmented in the content areas.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

SIFE students and Students at risk are provided with AIS which includes Khan Academy, Rosetta Stone, one-to-one tutoring and small group instruction during after school intervention classes. Those students are also assigned to their regular ENL and English classes.

b. Newcomers are a challenge at the middle school level since they are at a point of trying to master 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 ENL classes with content strategies while at the same time providing multiple entry points and scaffolds for mastering content. Tutoring afterschool on Tuesdays provide additional supports for students. These programs are designed to improve students' reading, writing and math skills. Students participate in two instructional program models: selfcontained and push-in. Our newly arrived students are serviced in a self contained, heterogeneously grouped classes according to grade level.

c. The goal for ENL students 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 remediated. The school's curricula in all content areas are standards based as mandated by NYSED and NYDOE. Other than those ENL students who are newly arrived, all students participate in the same curricula as non-ENL students. Title III after school programs and Saturday Academy are provided for and open to all ENL students. SIFE students and Students At Risk are provided with AIS which includes Destination Math, Rosetta Stone, one-to-one tutoring and small group instruction. ENL students 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. 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 ENL students reaching proficiency on the NYSESLAT includes immersion in general education classrooms with additional scaffolding by general education teachers trained with ENL methodologies and ENL teachers. Instructional programs are offered after school for FENL students in ELA and Math through The Common Core Success Academy held 2 hours per week. Transitional support for FENL's also includes testing accommodations on state exams, continued use of bilingual glossaries. Former ENL's are invited to AIS programs after school to prepare for state exams.

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

Within 6 and 12 months the re-identified students will be re-evaluated to see how well they have benefitted from their placement. The Principal or AP ENL will examine student/teacher data, interview student, look at work samples and assessments to determine if the student was adversely or positively impacted by the re-identification.

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

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 ENL-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 ENL's and Special needs students. Students also use National Geographic "Inside" book for learning this year. Our school does not have a bilingual program nor SWD's who require a bilingual program. They also spend time with non-disabled peers in minor subjects, physical education and the arts.

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

A concerted effort is made to prepare ENL-SWDs for success in the least restrictive environment. Instructional material include Inside 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.

Our ELLs with special needs (depending on their IEPs) are assigned paraprofessionals or placed in appropriate settings such as self-contained (12:1:1) or ICT settings, which allow these students to learn at an appropriate level and pace. These paraprofessionals assist teachers in providing individualized instruction and helping students to learn successfully at their own pace. Those with IEPs receive all the necessary services and accommodations dictated by the IEP and the ENL and classroom teachers work collaboratively to provide the least restrictive environment. Team teaching is carefully integrated in order to provide accurate services.

In addition, the use of smaller classes with adapted content materials in a blended model has also been successfully implemented.

Chart

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

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

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

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



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

Chart

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

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

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

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

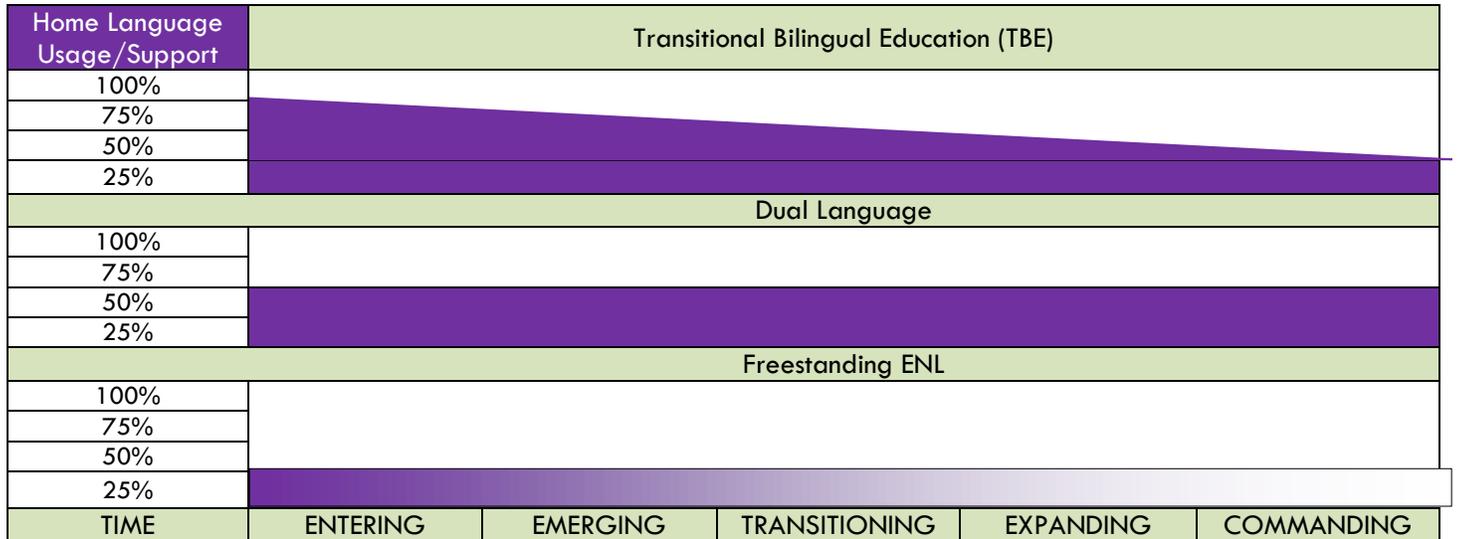


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All intervention programs are offered in English at our school and will be provided during, after school and on Saturdays. The targeted groups are students scoring 2.4 to 2.9 in ELA and Math state tests, students scoring below 2.4, entering and emerging ENL's and SWD's

During the day targeted students will receive academic vocabulary support through small group tutoring by content specialists. Students will receive targeted intervention in Math, in our afterschool academy through targeted, skill based, direct instruction that is supported by technology. Social Studies and Science will be supported through literacy instruction, using content based reading resources. This intervention will be provided after school and on Saturdays.

Native Language materials are provided to all classroom teachers and for students through content glossaries, use of Ipads and Goggle Translate.

11. 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 ENL's these past two years, 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 are Social Studies and Science components to this remedial ELA program. Students who used the program continue to show progress in fluency and word attack skills.

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

We will train staff in the Rewards program.

We are considering /researching a program that requires little staff training as part of our intervention plan.

We will be using Focused Reading for one of our AIS programs this year

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

Rewards for ENL's has been discontinued for this school year 2015-16 because of the lack of trained personel.

14. 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 ENL students before, during and after school. These enrichment opportunities include: chess, debate and public speaking, Model UN, dance, yearbook, journalism, jazz band, drama, basketball, soccer, wrestling and creative arts, community service, 3-D Sculpture, Mouse Squad, and flag football

ENL students are afforded equal access to all school programs. ENL students are encouraged to attend tutoring, enrichment, athletic and general school activities. Notifications and flyers are distributed in English and in students' native language.

Scaffolding for students is provided through small group instruction and one-to-one tutoring, Khan Academy, Destination Math, Rosetta Stone. Additionally, students participate in Interim Assessments, quarterlies, and ELL assessments which will be monitored and adjusted on a regular basis.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

All ENL student are support by Study Island, Rosetta Stone, Brainpop, and Khan Academy which are all online programs in the content areas.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In the Freestanding ENL program, students have access to 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.

17. Explain how the school ensures all required services/resources support and 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

Therefore all students this year are in grade appropriate classes, with one self contained class

on each grade level. All ENL teachers deliver instruction to ENL students in English. Teachers choose content concepts that are age appropriate and matched to the educational background level of the students. Teachers use supplementary materials such as graphs, models/manipulatives and visual aids, to ensure that content areas are taught at the levels of student proficiency. Teachers introduce meaningful activities that incorporate concepts providing opportunities for listening, speaking, reading and writing. Teachers identify various ways to assess our students' progress using data such from, NYSITELL, NYSESLAT, ELL Periodic Assessments, NYS ELA, NYS Math, Informal Assessments to identify students' preferred learning styles, strengths and weaknesses and individual learning needs

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

All students are given instructions regarding procedures for the first day of school. Students and parents of ENL students know which class they 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. 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.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. Teachers of ENL students 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 ENL enables teachers to constantly realign instruction according to student needs. Analyses of performance on NYSESLAT take place in ENL 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 ENL 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 ENL issues, strategies and methodologies
 - * Training on scaffolding of instruction for ENL students is given, to incorporate ENL strategies in all content areas.
 - * Emphasis on the development of teaching competencies/strategies in the instruction of academic vocabulary acquisition and writing skills
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers will continue to collaborate in developing and using units of study in the content that addresses the needs of all students, especially ENL students. Teachers will receive training and continued support throughout the school year as they continue to introduce and refine the use of the National Geographic Literacy program "Inside" which is Common Core aligned.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Parents of ENL students are faced with cultural and language barriers. Therefore, many parents do not have the accurate or complete information available to them 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 needed.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The 15% hours of training for all staff and 50% hours for ENL teacher will be fulfilled as follows:
The AP of ENL will work with the other instructional AP's to identify appropriate workshops for teachers to meet the required hours and students' instructional needs.
Our Master Teachers and Peer Instructional Coaches will provide on-going PD on instruction for ENL.
All staff will be encouraged to attend workshops offered in-house and off site.
The ENL staff will model activities for mainstream personnel during professional periods and grade conferences to ensure that our ENL population is receiving differentiated ENL services throughout the day.
ENL staff has also taken part in additional QTEL/ENL workshops which have provided us with new and different ideas for our ENL student population.
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.

C. Parental Involvement

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

Parents are invited by letter, phone calls and emails to parent information sessions. These sessions are held beginning in the month of September. Parents are invited to come up to school during the Tuesday parent engagement time. If parents cannot make it up to school, phone conferences are conducted with translation, if necessary. Information is shared by the ENL teachers and sometimes content teachers.

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

Teachers keep parent communication and attendance logs which is shared with administration. parents are asked to sign in at meetings and write date and time of calls.

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

1. Parent involvement is a high priority at Cunningham. We have an open door policy which allows parents to communicate with teachers whenever there is a need to address social, emotional or academic needs. Parents are continuously encouraged to become actively involved in our school by joining the Parent Association (PA). Cunningham has a very vibrant and active Parent Association in which many parents of ENL'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.

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 ENL classes for adults during our Saturday Academy. Parents of ENL'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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The community based Millenium Afterschool program provides workshops for parents. They range from information night for high school to games night for families.

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

Our communication with parents is an ongoing process throughout the year through classroom orientations, Parent Teacher Conferences and personal contact by telephone and translated letters, which affords us information about the families' needs. The results of the school's Learning Environment Survey are also analyzed for parental feedback and information on satisfaction and needs. Our parent coordinator, Ms. Guttenplan, is always available to assist with parents needs. She also communicates with parents through weekly email and mass phone calls as needed. For those who need translations in other languages, we have several licensed pedegogues who speak many different languages who are called upon when needed.

6. How do your parental involvement activities address the needs of the parents?

Parent needs are identified and addressed through the SLT, PA meetings, through the Parent Coordinator and the Learning Environment survey. The involent activities are items requested by parents and are based on a survey of activities. Our school website has a myriad of information and support for parents. Parents can read every item on the site in their home language. Additionally, the feedback received are addressed at departmental meetings during the year.

D. Additional Information

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

Not applicable.

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Susan Schaeffer	Principal		1/1/01
Ms. Lyril Thomas	Assistant Principal		1/1/01
Ms. Marjorie Guttenplan	Parent Coordinator		1/1/01
Mr. Michael Mena	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Ms. Linda Mc Lean/Math	Teacher/Subject Area		1/1/01
Mr. John Kalfas/ENL	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Mr. Andrew Beatrice	School Counselor		1/1/01
Ms. Julia Bove	Superintendent		1/1/01
Mr. Aaron Perez	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **22K234** School Name: **W. Arthur Cunningham**
Superintendent: **Ms. Julia Bove**

Before you begin, please check the following:

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

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

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

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

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

At W. Arthur Cunningham I.S.234, we strive to eliminate communication blocks between the parents and our school by using translators on staff in a variety of languages. At the time of registration parents/guardians are mandated to fill out an emergency card. The card contains a space for the parents to fill in their preferred language of communication; both verbal and written. Parents/guardians also fill out a Home Language Survey (which they receive in their home language) where they are asked to identify the language in which they prefer to receive any written or oral communications and information. This information is then entered into the school's ATS and updated as needed. Interviews are also held with students and parents who speak a language other than English at home. These interviews are conducted by the parent coordinator, teachers and other staff members who are fluent in languages other than English to identify communication translation needs for parents.

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

Parents at our school use the following as the preferred language for both written and oral communication: Arabic, Urdu, Spanish, French, Russian, Haitian Creole, Uzbek and Polish.

Part B: Creating a Communications Calendar

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

New York state testing dates, parent teacher conference dates and days, the school handbook, parent newsletters, monthly school calendars, after-school program information. They are distributed at various times during the year.

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

Registration-Ongoing
Curriculum information Night -September
Parent Engagement Tuesdays - Every Tuesday the school is open
Informal PTC - Ongoing
IEP meetings - Ongoing
Open School Night - November, January and March
High School Information Night - October

Part C: Providing Language Assistance Services

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

The school's website is www.IS234.org. The school's website is translated into ten different languages and up to date information is posted. Students, parents, and teachers are all encouraged to use the website and some parents are able to communicate directly with teachers via email in their preferred languages. The website is a user friendly way to promote active involvement in the child's education and functions as an additional channel for communication

All prepared documents are translated into various languages prior to being published, mailed, or back packed home. We have 7 staff members who handle interpretation needs. Additionally, all materials are

posted on the school's website where they can all be translated in many of the home languages.

Moving forward, the school will draw upon the services of the Department of Education's Translation and Interpretation Unit to expand the number of school documents that currently exist. We will also maximize the use of templates available from the translation site.

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

All parent/guardians are greeted by our Parent Coordinator or office staff who immediately determine their language needs. When translation services are needed, we have staff members who are employed full time and handle all interpretation needs. If no one is available in-house we will use translators from outside vendors and the DOE.

Our school is fortunate to have several staff members who are fluent in Russian, Spanish, Urdu, Arabic, Hebrew, Chinese, Haitian Creole Italian and French. If we are unable to provide the translation needed within our school, additional support is then provided by staff at PS 255 (across the street from our school) or the Department of Education's Translation and Interpretation Unit. Our goal is to provide parents with every opportunity to actively participate in their children's education regardless of their ability to communicate in English, in accordance with the No Child Left Behind Act

To accurately assess the written translation needs for IS 234, the ENL staff and registration staff (including Guidance counselors and pupil accounting secretary) first review the Home Language Survey and identify the languages currently spoken by the parents of our ENL population. The ENL staff then assesses the availability -- both in-house and online

Part D: Training Staff on Policies and Procedures

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

School staff will be made aware of how to use the translation services and over the phone interpretation services the guide provided in the staff handbook, on the school's staff portal and during staff meetings. All staff will receive a copy of the "I Speak..."card.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

In an effort to implement Section VII of Chancellor's Regulations A-663 regarding parental notification for translation and interpretation services, the staff of IS 234 conducted a needs assessments via personal interview with parents and students to determine where a shortage of translated materials might exist for parents. At this time the following interventions are in place:

A. Currently bilingual staff in the primary languages (Russian, Urdu, Arabic, Chinese, Haitian Creole, French and Spanish) are available on-site throughout the day to assist in communicating with the families of our students.

B. Documents leaving the building are either translated or contain a message that is translated into seven languages, directing parents to contact the school regarding the notices they receive for the purpose of being informed of the contents of each notice.

C. Currently, a sign is prominently posted outside the main office indicating the availability of interpretation services.

C. Going forward, the school will draw upon the services of the Department of Education's Translation and Interpretation Unit to expand the number of school documents that currently exist.

Part F: Monitoring and Quality Control

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

A short written survey will be made available to parents who use translation services at school, to indicate their level of satisfaction. This survey will be turned in at the main office.