



W.A. CUNNINGHAM I.S. 234

2008-09  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)

SCHOOL: W.A.CUNNINGHAM-22K234  
ADDRESS: 1875 EAST 17<sup>TH</sup> STREET, BROOKLYN, NY 11229  
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 234 SCHOOL NAME: W.A. Cunningham I.S. 234

DISTRICT: 22 SSO NAME/NETWORK #: Empowerment/Network #1

SCHOOL ADDRESS: 1875 East 17<sup>th</sup> Street, Brooklyn, New York 11229

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

SCHOOL CONTACT PERSON: Susan Schaeffer EMAIL ADDRESS: sschaef@school  
s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Carmela Rogers

PRINCIPAL

Susan Schaeffer

UFT CHAPTER LEADER

Miles Trager

PARENTS' ASSOCIATION  
PRESIDENT

Carmela Rogers

STUDENT REPRESENTATIVE  
*(Required for high schools)*

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COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT

Marianne Ferrara

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: **There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, SLT membership must include an equal number of parents and staff (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.***

| Name                 | Position/Constituency Represented   | Signature |
|----------------------|---|-----------|
| Susan Schaeffer      | <b>*Principal</b>   |           |
| Ella Frederick       | <b>*UFT Chapter Chairperson Designee</b>  |           |
| Carmela Rogers       | <b>*PA/PTA President<br/>Title I Parent Representative (suggested, for Title I schools)</b> |           |
| Josephine Ann Matteo | <b>DC 37 Representative</b>   |           |
|                      | <b>Student Representative, if applicable</b>  |           |
| Bonnie Steinbach     | <b>Assistant Principal (CSA)</b>  |           |
| Denise Gibaldi       | <b>Teacher</b>  |           |
| Beth Tatusko         | <b>Teacher</b>  |           |
| Andrew Beatrice      | <b>Guidance Counselor</b>   |           |
| Gina Sylvan Noel     | <b>Teacher</b>  |           |
| Angela Russo         | <b>Parent</b>   |           |
| Karen Timlin         | <b>Parent/Financial Liaison</b>   |           |
| Dawn McGuinness      | <b>Parent</b>   |           |
| Dominick Franco      | <b>Parent</b>   |           |
| Adlai Donaldson      | <b>Parent</b>   |           |
| Maria Singer         | <b>Parent</b>   |           |
| Vacancy              | <b>Parent</b>   |           |

**\* Core (mandatory) SLT members.**

**Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.**

### SECTION III: SCHOOL PROFILE

#### Part A. Narrative Description

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

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Cunningham IS 234 houses a multi-ethnic, broad socio-economic student body of almost 1800 students in grades 6-8. Located in a densely populated Brooklyn neighborhood, it houses both a diverse student body and teaching faculty. The philosophy and mission of the school is to meet the needs of all learners predicated on the belief that every student can learn and every staff member has an obligation to find a way to accommodate each student's needs. This mission is accomplished by a highly qualified staff that bases their instruction on multiple sources of data. Cunningham provides a myriad of intervention and enrichment programs before, during, and after school. Extensive technology supports and complements classroom instruction and vocational skills are embedded in the curriculum along with academic ones. Academic rigor and high expectations enable Cunningham's students to excel, as evidenced statistically and socially.

Cunningham's intervention programs include Read-180, Spell-Read, Wilson Reading, Great Leaps, one-to-one tutoring, and small group instruction. Title III programs are provided for all ELL students in addition to instructional programs to accommodate acculturation and assimilation of newly-arrived immigrant students. Enrichment programs include Project Arts partnerships with Teachers-Writers Collaborative, Young Audiences, Brooklyn Council for the Arts, American Globe Theatre, Econ Bowl, Odyssey of the Mind, Urban Advantage (Museum of Natural History), a program in robotics, and a multitude of programs in performing arts in music and dance. Additionally, students are involved in fund-raising initiatives on a global scale. Our regular school day exposes our students to academic subjects and the arts, physical education, and technical programs.

The administration of the school conducts internal needs assessments on an ongoing basis. As a result of the data collected from these various assessments, financial and human resources are applied in the most informed ways possible. The administration encourages and seeks input from teachers, parents, and students and provides access for each constituency to make recommendations, adjustments, and amendments to policy and procedure within the school.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: **A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT |  |        |               |                     |                     |
|---|--|--------|---------------|---------------------|---------------------|
| School Name:                                    | <b>J.H.S. 234 Arthur W. Cunningham</b> |        |               |                     |                     |
| District:                                       | <b>22</b>                              | DBN #: | <b>22K234</b> | School BEDS Code #: | <b>332200010234</b> |

| DEMOGRAPHICS   |                                |                            |                             |  |                             |                                       |   |   |                              |
|--|--------------------------------|----------------------------|-----------------------------|--|-----------------------------|---------------------------------------|---|---|------------------------------|
| Grades Served in 2008-09:  | <input type="checkbox"/> Pre-K | <input type="checkbox"/> K | <input type="checkbox"/> 1  | <input type="checkbox"/> 2   | <input type="checkbox"/> 3  | <input type="checkbox"/> 4            | <input type="checkbox"/> 5              | X <input checked="" type="checkbox"/> 6 | x <input type="checkbox"/> 7 |
|  | x <input type="checkbox"/> 8   | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11  | <input type="checkbox"/> 12 | <input type="checkbox"/> Ungrad. Ele. | x <input type="checkbox"/> Ungrad. Sec. |   |                              |
| Enrollment:  |                                |                            |                             | Attendance:  |                             |                                       |   |   |                              |
| (As of October 31)   | 2006                           | 2007                       | 2008                        | (As of June 30 – % of days students attended)                      | 2006                        | 2007                                  | 2008                                    |   |                              |
| Pre-K  |                                |                            |                             |  | 94.2                        | 94.4                                  | 94.2                                    |   |                              |
| Kindergarten   |                                |                            |                             | Student Mobility:  |                             |                                       |   |   |                              |
| Grade 1  |                                |                            |                             | (% of Enrollment as of June 30)                                    | 2006                        | 2007                                  | 2008                                    |   |                              |
| Grade 2  |                                |                            |                             |  | 96.6                        | 96.5                                  | 96.8                                    |   |                              |
| Grade 3  |                                |                            |                             | Eligible for Free Lunch:   |                             |                                       |   |   |                              |
| Grade 4  |                                |                            |                             | (% of Enrollment as of October 31)                                 | 2005                        | 2006                                  | 2007                                    |   |                              |
| Grade 5  | 626                            | 546                        | 577                         |  | 63.2                        | 60.3                                  | 60.8                                    |   |                              |
| Grade 6  | 605                            | 633                        | 565                         | Students in Temporary Housing:                                     |                             |                                       |   |   |                              |
| Grade 7  | 569                            | 579                        | 631                         | (Total Number as of June 30)                                       | 2006                        | 2007                                  | 2008                                    |   |                              |
| Grade 8  |                                |                            |                             |  | 4                           | 2                                     | 8                                       |   |                              |
| Grade 9  |                                |                            |                             | Recent Immigrants:   |                             |                                       |   |   |                              |
| Grade 10   |                                |                            |                             | (Total Number as of October 31)                                    | 2006                        | 2007                                  | 2008                                    |   |                              |
| Grade 11   |                                |                            |                             |  | 57                          | 59                                    | 40                                      |   |                              |
| Grade 12   |                                |                            |                             | Special Education Enrollment:                                      |                             |                                       |   |   |                              |
| Ungraded Elementary  |                                |                            |                             | (October 31)   | 2006                        | 2007                                  | 2008                                    |   |                              |
| Ungraded Secondary   |                                |                            |                             |  | 27                          | 30                                    | 27                                      |   |                              |
| Total  | 1801                           | 1761                       | 1776                        | (Online Occurrence Reporting System [OORS] – Number as of June 30) | 2006                        | 2007                                  | 2008                                    |   |                              |
|  |                                |                            |                             |  | 160                         | 131                                   | 186                                     |   |                              |
|  |                                |                            |                             | Principal Suspensions  | 25                          | 11                                    | 11                                      |   |                              |
|  |                                |                            |                             | Superintendent Suspensions   |                             |                                       |   |   |                              |
| <i>These students are included in the enrollment information</i> |                                |                            |                             |  |                             |                                       |   |   |                              |

| DEMOGRAPHICS  |      |      |      |  |      |      |       |
|---|------|------|------|--|------|------|-------|
| <i>above.</i>   |      |      |      |  |      |      |       |
|   |      |      |      | Special High School Programs:  |      |      |       |
| English Language Learners (ELL) Enrollment:   |      |      |      | (Total Number)   | 2006 | 2007 | 2008  |
| (October 31)  | 2006 | 2007 | 2008 | CTE Program Participants   | 0    | 0    | 0     |
| # in Trans. Bilingual Classes   | 0    | 0    | 0    | Early College HS Participants  | 0    | 0    | 0     |
| # in Dual Lang. Programs  | 0    | 0    | 0    |  |      |      |       |
| # receiving ESL services only   | 159  | 142  | 133  | Number of Staff:   |      |      |       |
| # ELLs with IEPs  | 15   | 14   | 6    | (As of October 31; includes all full and part-time staff)                        | 2006 | 2007 | 2008  |
| <i>These students are included in the General and Special Education enrollment information above.</i> |      |      |      | Number of Teachers   | 106  | 111  | 114   |
|   |      |      |      | Number of Administrators and Other Professionals                                 | 15   | 9    | 16    |
| Overage Students:   |      |      |      |  |      |      |       |
| (# entering students overage for grade as of October 31)  | 2006 | 2007 | 2008 | Number of Educational Paraprofessionals  | 6    | NA   | 9     |
|   | 4    | 2    | 3    |  |      |      |       |
|   |      |      |      | Teacher Qualifications:  |      |      |       |
| Ethnicity and Gender:   |      |      |      | (As of October 31)   | 2006 | 2007 | 2008  |
| (% of Enrollment as of October 31)  | 2006 | 2007 | 2008 | % fully licensed & permanently assigned to this school                           | 99.1 | 98.2 | 100.0 |
| American Indian or Alaska Native  | 0.3  | 0.4  | 0.2  | Percent more than two years teaching in this school                              | 82.1 | 76.6 | 79.8  |
| Black or African American   | 22.3 | 18.5 | 18.7 | Percent more than five years teaching anywhere                                   | 64.2 | 69.4 | 78.1  |
| Hispanic or Latino  | 10.4 | 11.3 | 11.0 |  |      |      |       |
| Asian or Native Hawaiian/Other Pacific Isl.   | 22.4 | 25.2 | 27.1 | Percent Masters Degree or higher   | 93.0 | 94.0 | 95.0  |
| White   | 44.6 | 44.6 | 43.1 | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 90.5 | 91.3 | 96.8  |
| Multi-racial  | TBD  | TBD  | TBD  |  |      |      |       |
| Male  | 51.8 | 50.9 | 51.8 |  |      |      |       |
| Female  | 48.2 | 49.1 | 48.2 |  |      |      |       |

| 2008-09 TITLE I STATUS   |  |                                      |   |                                  |
|--|--|--------------------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) | <input type="checkbox"/> Title I Targeted Assistance | <input type="checkbox"/> Non-Title I |   |                                  |
| Years the School Received Title I Part A Funding:                    | <input checked="" type="checkbox"/> 2005-06          | <input type="checkbox"/> 2006-07     | <input checked="" type="checkbox"/> 2007-08 | <input type="checkbox"/> 2008-09 |

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY                          |   |  |
|---|---|--|
| SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/> | If yes, area(s) of SURR identification:   |  |
| Overall NCLB/SED Accountability Status (2007-08):                     | <input type="checkbox"/> In Good Standing | <input type="checkbox"/> School in Need of Improvement (SINI) – Year 1 |

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

|  |  |                          |  |                          |   |             |
|--|--|--------------------------|--|--------------------------|---|-------------|
| <input checked="" type="checkbox"/>  | <b>School in Need of Improvement (SINI) – Year 2</b> | <input type="checkbox"/> | <b>NCLB Corrective Action – Year 1</b>                         | <input type="checkbox"/> | <b>NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)</b> |             |
| <input type="checkbox"/>   | <b>NCLB Restructured – Year ____</b>                 | <input type="checkbox"/> | <b>School Requiring Academic Progress (SRAP) – Year ____</b>   |                          |   |             |
| Individual Subject/Area Ratings  |  | Elementary/Middle Level  |  |                          | Secondary Level   |             |
|  |  | <b>ELA:</b>              | <b>SINI 2</b>  |                          | <b>ELA:</b>   |             |
|  |  | <b>Math:</b>             | <b>IGS</b>   |                          | <b>Math:</b>  |             |
|  |  | <b>Science:</b>          | <b>IGS</b>   |                          | <b>Grad. Rate:</b>  |             |
| This school's Adequate Yearly Progress (AYP) determinations for each accountability measure: |  |                          |  |                          |   |             |
| Student Groups   |  | Elementary/Middle Level  |  |                          | Secondary Level   |             |
|  |  | <b>ELA</b>               | <b>Math</b>  | <b>Science</b>           | <b>ELA</b>  | <b>Math</b> |
| All Students   |  | √                        | √  | √                        |   |             |
| Ethnicity  |  |                          |  |                          |   |             |
| <b>American Indian or Alaska Native</b>  |  | -                        | -  | -                        |   |             |
| <b>Black or African American</b>   |  | √                        | √  | √                        |   |             |
| <b>Hispanic or Latino</b>  |  | √                        | √  | √                        |   |             |
| <b>Asian or Native Hawaiian/Other Pacific Islander</b>                                       |  | √                        |  |                          |   |             |
| <b>White</b>   |  | √                        | √  | √                        |   |             |
| <b>Multiracial</b>   |  | -                        | -  | -                        |   |             |
| Other Groups   |  |                          |  |                          |   |             |
| <b>Students with Disabilities</b>  |  | √ <sup>SH</sup>          | √  | -                        |   |             |
| <b>Limited English Proficient</b>  |  | √                        | √  | √                        |   |             |
| <b>Economically Disadvantaged</b>  |  | √                        | √  | √                        |   |             |
| Student groups making AYP in each subject  |  | <b>8</b>                 | <b>8</b>   | <b>7</b>                 |   |             |
| <u>Key: AYP Status</u>   |  |                          |  |                          |   |             |
| √  | <b>Made AYP</b>                                      | <b>X</b>                 | <b>Did Not Make AYP</b>  | <b>X*</b>                | <b>Did Not Make AYP Due to Participation Rate Only</b>                  |             |
| √ <sup>SH</sup>  | <b>Made AYP Using Safe Harbor Target</b>             | <b>-</b>                 | <b>Insufficient Number of Students to Determine AYP Status</b> |                          |   |             |
| <i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>      |  |                          |  |                          |   |             |

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

|  |             |   |          |
|--|-------------|---|----------|
| <b>Progress Report Results – 2007-08</b>                       |             | <b>Quality Review Results – 2007-08</b>                           |          |
| Overall Letter Grade   | <b>A</b>    | Overall Evaluation:   | <b>W</b> |
| Overall Score  | <b>72.2</b> | Quality Statement Scores:   |          |
| Category Scores:   |             | <b>Quality Statement 1: Gather Data</b>                           | √        |
| <b>School Environment (Comprises 15% of the Overall Score)</b> | <b>8.9</b>  | <b>Quality Statement 2: Plan and Set Goals</b>                    | <b>W</b> |
| <b>School Performance (Comprises 30% of the Overall Score)</b> | <b>16.2</b> | <b>Quality Statement 3: Align Instructional Strategy to Goals</b> | <b>W</b> |

|  |             |  |  |          |
|--|-------------|--|--|----------|
| <b>Student Progress<br/>(Comprises 55% of the Overall Score)</b>                   | <b>36.6</b> |  | <b>Quality Statement 4: Align Capacity Building to Goals</b> | <b>W</b> |
| <b>Additional Credit</b>   | <b>10.5</b> |  | <b>Quality Statement 5: Monitor and Revise</b>               | <b>W</b> |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> |             |  |  |          |

## SECTION IV: NEEDS ASSESSMENT

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

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

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

**ELA data show a decrease in the number of students in levels 1 and 2 and an increase in proficiency levels. The school had 42 students in level 1 in 2007, but in 2008, only 12 students remained at that level, accounting for 0.7% of the entire school population. Level 2 numbers went from 448 students in 2007 to 321 in 2008. The number of level 3 students went from 1069 to 1257 students during that same period. Historically, level 4 students have had difficulty maintaining that level, as evidence from 171 level 4 students in 2007 to 102 in 2008. By all indicators, we are moving our students in ELA but we must focus on challenging our student body to become level 4 students. Overall, 79.9% of our students are proficient in ELA.**

**Our median student proficiency in ELA increased .05% from 3.27 to 3.32 demonstrating a statistically significant change. The percentage of students making progress in ELA increased 11% from last year. More than 78% of students in the lowest 1/3 in our school made progress in ELA. In 2006, 80% of our 6<sup>th</sup> graders performed at levels 3 and 4 on the ELA. In 2007, this number dipped to 76%. With the availability of assessment exams and data, and with ongoing professional development to enable faculty to diagnose and prescribe, we were able to differentiate instruction and meet the needs of more students in a variety of ways. This was evident in the 2008 scores, which again rose to 80%. A three year trend of our 7<sup>th</sup> grade scores rose from 71% to 80% from 2006 to 2008 again underscoring the efficacy of individual instruction. Our 8<sup>th</sup> graders showed a 21% increase in ELA scores over this same time period. Since these students have been with us longest, their scores indicate that curriculum, methodology, individualization and interventions such as reduced class size and time on task are, indeed, indicative of our success.**

**A school trend indicates that incoming 6<sup>th</sup> graders dip in scores until they acclimate to the school, at which time members of all subgroups demonstrate progress. Limited English proficiency students are a challenge for our school. While we see progress, it is not commensurate with other subgroups. Two major barriers to significant progress with this group are their long-term travels between the United States and their home countries, and their lack of immersion in the English language, as they speak their native languages at home and live in communities that exclusively speak their native languages. The largest ethnic achievement gap in ELA is between Hispanics and whites, and Hispanics and Asians. Many of the students in our Hispanic**

subgroup experience the lack of English immersion as well, and are therefore trailing in progress to other ethnic subgroups.

Over the past four years, we have made such significant progress in closing the achievement gap between black students and their white and Asian counterparts that by grade 8, there is no difference between the percentage of those scoring in levels 3 and 4. Our attempts to close the gap between economically disadvantaged and non-disadvantaged students have been slower than anticipated; however, we will continue to provide additional resources to address this disparity. A comparison of males and females shows that their progress has been so consistent that there is virtually no gap between the two subgroups in terms of achievement.

The results of this year's NYSESLAT test show that 13.6% of students tested were English proficient; this was a drop from last year's score of 22.6%. While the school made strides in moving students to the advanced level, we stall at moving them to proficiency. This trend mirrors our ability to move students to level 3 in ELA, but we show difficulty moving them to or maintaining them in level 4. Students showed more progress in the speaking/listening portion of the NYSESLAT than they did in the reading/writing portion. This is typical for the acquisition of communication skills.

In mathematics, 55 students were in level 1 in 2007 but only 24 were in that group in 2008. Level 2 students went from 259 to 159; level 3 went from 856 students to 837; level 4 numbers went from 595 students to 761 in 2008. Statistically, 90.1% of our students are proficient in math. In math, a .15% change, from 3.72 to 3.87, indicates that students are making a marked improvement in performance. 74.5% of our students in the lowest 1/3 made progress. These figures have been among our greatest school accomplishments over the last few years.

Over the past three years, 17% of students demonstrated progress in math. Our 6<sup>th</sup> graders have shown a 12% increase on the state-wide math exam. 7<sup>th</sup> graders showed a 9% increase, and the 8<sup>th</sup> graders showed a 15% increase in overall math scores. From 2005 to 2008, the achievement gap in math scores between blacks and whites grew wider between grades 6 and 8; however, progress among the two groups consistently increased and only differed by 2% by the 8<sup>th</sup> grade. Over the last three years, a new math curriculum, Impact Math, had been implemented. Our teachers participate in common planning sessions and align their instruction with one another for consistency within each class. These factors contributed to a 29% gain by black students from 6<sup>th</sup> to 8<sup>th</sup> grade. In math, the achievement gap again is widest between Hispanics and whites and Hispanics and Asians.

Among the school's accomplishments over the past two years is that teachers have been well trained to generate and utilize data effectively to maximize the learning of all their students. Teachers have become adept at combining lively active learning with rigorous content. The range of intervention and enrichment programs and the high level of community involvement strongly support students' academic, social and personal growth. Administrators have secured and assigned staff and resources to maximize their efficiency.

Item analyses of ELA results enabled us to identify the need for more explicit vocabulary instruction across all subject areas. Additionally, we need to raise our levels of expectation and challenge our students so that the skills related to critical thinking are done with automaticity. We believe that this is a key factor for increasing our level 4 students in ELA. Another barrier we face is that our ELL students and members of the Hispanic subgroup are minimally and not continually immersed in English; therefore, their progress has not been as significant as other subgroups.

Approximately one-third of ELL students reach a proficiency level each year. Listening and speaking test results on the NYSESLAT reveal higher results than reading and writing. While we recognize that these are higher level communication skills, we must provide a structural pyramid for our ELL students to develop and sharpen these abilities and skills.

Class size remains a barrier for struggling students who require increased and individualized attention. The school has made an attempt to reduce class size by splitting classes and providing appropriate academic intervention for students based on data. Furthermore, the school has made every effort to identify these students so that intervention strategies and programs can scaffold their learning.

Analyses of math scores have shown us the effectiveness of common planning sessions, use of data to drive instruction, and small group instruction. Item analyses for both pre and post assessments have provided the data necessary to differentiate instruction. Reduced class size (when creating such was financially and logistically possible), math lab, and one-on-one tutoring have provided additional support for our students. Currently, 90.1% of our students are proficient in math as evidenced by consistent gains.

In science, we have seen a 4% gain in levels 3 & 4 from 2006 to 2007. The trend of decreasing level 4's has been reversed in science, as data show an increase of 4% in level 4 students. Although we have begun to close the achievement gap between black and Hispanic, and Asian and white students in science by 5%, the disparity between the subgroups persists. White students demonstrated more progress than Asian students in science for the 2007 school year. The gap has grown wider, however, between economically disadvantaged and non-disadvantaged students. Special education students made gains of 17% and ELLs made gains of 4%. Barriers to higher achievement for these students may be attributed to the lack of fine motor skills required for the performance portion of the exam and the limited ability to understand the directions which are verbose, contain extensive content area vocabulary, and require proficiency in ELA.

Additionally experience with hands-on learning would benefit our students.

Science scores on the 2008 State exam show that 77% of our eighth grade students are proficient in the subject area. 50% scored in level 3 and 27% of the students were in level 4. Only 6 students out of nearly 600 remained in level 1 in science.

Data from our 2006-07 social studies test indicate that only 51% of eighth graders achieved proficiency levels. An instructional goal for teaching our students has been and continues to be to extend their understanding and connection of ELA skills into content areas and to provide scaffolding for them with regard to content area tests. As a result of embedding these skills into social studies lessons, our 2008 scores rose to 66%. This year, we will offer professional development for seventh grade social studies teachers by adding a common planning period for them. This will enable them to adapt to the new curriculum.

A close examination of multiple sources of data has enabled us to look at two distinct areas for study: The first, student progress. We have tracked the same students from their entry into our school through grade eight. This has enabled us to examine the efficacy of our programs. Second, we have looked at grade trends which are attributed to resources, curriculum, methodology, and teacher expertise.

An examination of our Learning Environment Survey revealed that parents are mostly satisfied with their children's education and the school's expectations of them,

**the communication with the school, and the safety of their children. Parents would like to develop a system of communication regarding positive information, i.e., successes and achievements, about their children. Interestingly, the teacher survey highlights their desire for increased contact with parents. As both parties are eager for more communication, the school must provide additional opportunities for them to interact. Teacher responses further provide evidence that the level of professional and personal satisfaction enables them to perform their job-related duties with a good degree of contentment. The student portion of the survey reveals that more opportunities for hands-on learning should be provided. One out of five students needs teachers to support students' rights regarding how they want to learn and provide students with a forum to be heard. For some students, the issue of respect as a result of miscommunication takes on importance.**

## SECTION V: ANNUAL SCHOOL GOALS

Directions: **Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.**

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

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### GOAL #1: Rationale

In order to facilitate the transition of Vanguard and Cyber Academy students from elementary school to middle school, we must be provided with a clear, comprehensive picture of what the students need to read well and develop more sophisticated thinking skills. Therefore, by providing teachers with multiple sources of data and helping them to use it effectively, we can better service our students.

- **To use data effectively and efficiently to assess student needs, develop clear expectations and goals, create appropriate standards-based curricula with opportunities for higher order thinking to improve reading comprehension skills for sixth grade students in our Vanguard and Cyber Academy classes as measured by the Achieve 3000 scale scores by 100 points between September 2008 and June 2009.**

### GOAL #2: Rationale

The work of the Inquiry Team has afforded teachers an in-depth understanding of the problems and solutions of small groups of students thereby enabling the teachers to apply specific “change strategies” to scaffold learning. This opportunity to use this lens should become embedded in our school culture.

- **To further the work of the Inquiry Team by building capacity among faculty (107 teachers) by 20% in each content area department through participation on Inquiry sub-teams on a bi-weekly basis (as measured by each team's minutes) in order to develop and implement a “change strategy” which will be measured by pre and post Acuity tests in ELA and Math to promote a culture of inquiry and prescription across all disciplines.**

#### GOAL #3: Rationale

While we have previously looked at student outcomes after Academic Intervention programs, we now need to look at the programs themselves to see if they are the vehicles to provide us with our desired outcomes.

- **To evaluate the effectiveness of AIS programs in the school by expanding the range of data tailored to assess specific target groups as measured by the Scantron Performance Series scale scores by 10% increments every 12 weeks between September 2008 and June 2009.**

#### GOAL #4: Rationale

Parental support and participation is a fundamental piece of student achievement. Sometimes parents need our support and guidance to assist them with providing their children with that third part of the learning triangle. The first step is to give them access to information by bringing them into the school's community.

- **To build capacity within all factions of the community to increase parental participation by 20% by June 2009 to support and foster student achievement as measured by attendance sign-in sheets at School Leadership Team meetings, parent teacher conferences, workshops, conferences, performances, Title I parent involvement activities and other school events.**

SECTION VI: ACTION PLAN

Directions: **The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. *Reminder: Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.***

|                                |                       |
|--------------------------------|-----------------------|
| Subject/Area (where relevant): | Reading Comprehension |
|--------------------------------|-----------------------|

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|---|--|
| Annual Goal<br><b><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></b> | <b>To use data effectively and efficiently to assess student needs, develop clear expectations and goals, create appropriate standards-based curricula with opportunities for higher order thinking to improve reading comprehension skills for 25% of the sixth grade students in Vanguard and Cyber Academy classes as measured by the Achieve 3000 series scale scores by 100 points November 2008 and June 2009.</b> |
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| Action Plan<br><b><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></b> | Target population: 360 Grade 6 Vanguard & Cyber Academy students in 12 classes; Six ELA teachers and F-status literacy coach; Achieve 3000 Reading Comprehension Program; 2 periods per week per class; Program is tailored to differentiate instruction for each student by assessing and teaching strategies to comprehend and navigate nonfiction text. Responsible teachers will be trained by Achieve 3000 professional developers including 2 days instructional training (Nov/Dec 2008) and one day of in class coaching (Feb. 2009); Performance Series training by Data Specialist. Additionally, we will include explicit modeling and teaching of comprehension strategies and monitoring strategies; collection and teacher-assessment of readers' response notebooks; conferencing; ELA test preparation and practice; teacher common planning sessions to analyze data and readjust students goals and curricula. Implementation November 2008-June 2009 |
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| Aligning Resources: Implications for Budget, Staffing/Training, and Schedule<br><b><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></b> | Resources: Tax levy Fair Student Funding for 6 teachers<br>Support of F-status Literacy Coach: Title I funds \$28,201<br>Achieve 3000 site license for 500 students including professional development @ \$19,350 |
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| <p>Indicators of Interim Progress and/or Accomplishment<br/><b><i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></b></p> | <p>Achieve 3000: baseline assessments to be administered in October 2008; interim assessment in February 2009; year-end assessment in June 2009. Ongoing review of Achieve 3000 student portfolios. Projected gains: Students will show one year's gain in reading comprehension skills by end of program. Acuity diagnostic tests in 4 intervals (October, December, March, June)</p> |
|---|--|

SECTION VI: ACTION PLAN

**Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. *Reminder: Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.***

|                                |              |
|--------------------------------|--------------|
| Subject/Area (where relevant): | Inquiry Team |
|--------------------------------|--------------|

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| <p>Annual Goal<br/><b><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></b></p>  | <p><b>To further the work of the Inquiry Team by building capacity among faculty by 20% in each content area department by sharing best practices to promote a culture of inquiry and prescription across all disciplines.</b></p>  |
| <p>Action Plan<br/><b><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></b></p> | <ul style="list-style-type: none"> <li>○ Communication of mission and work of Inquiry Team to entire faculty</li> <li>○ Formation of Inquiry Teams in content areas</li> <li>○ Weekly meetings of teams to identify common student needs and share best practices</li> <li>○ Development of content-area “change strategies” to implement to each target group</li> </ul> <p>Target population: Teachers of all subject areas; Responsible staff: School Inquiry Team members and new members; Data Specialist; Principal and AP’s; SAF; Empowerment Achievement Coaches. Timeline: September 2008-June 2009.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule<br/><b><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></b></p>          | <p>Per session for weekly inquiry team meetings: 15 teachers @ 1 hour per week x 41.98 for 22 weeks<br/>Per session for core inquiry team meetings: biweekly meetings @2hours (3 teachers, data specialist, assistant principal and principal)</p>  |

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| <p>Indicators of Interim Progress and/or Accomplishment<br/><b><i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></b></p> | <p>20% increase in the number of teachers who join teams from September 2008-June 2009; monthly audit of progress of teams by School Inquiry Team members, Principal, AP's; quarterly observations by administration of change strategies in content area classrooms; lesson plans; realignment of pacing calendars; infusion of scaffolding strategies.</p> |
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SECTION VI: ACTION PLAN

**SECTION VI: ACTION PLAN** Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. *Reminder: Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

|                                |          |
|--------------------------------|----------|
| Subject/Area (where relevant): | Programs |
| ELA/Math                       |          |

|   |   |
|---|---|
| Annual Goal<br><b><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></b> | <b>To evaluate the effectiveness of AIS programs in the school by expanding the range of data tailored to assess specific target groups as measured by Scantron Performance Series scale scores by 5% increments every 12 weeks between September 2008 and June 2009.</b> |
|---|---|

|  |   |
|--|---|
| Action Plan<br><b><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></b> | <p>Target populations: Students receiving AIS services in ELA and/or mathematics between September 2008 and March 2009; responsible staff: Staff members during 37 ½ minute extended day time; Teachers and paras providing after-school AIS services, Principal, APs, and SES providers.</p> <ul style="list-style-type: none"> <li>○ Programming students for additional ELA and math periods within regular school week</li> <li>○ Pull-out services by F-status ELL teacher</li> <li>○ Professional Development Team will review progress of students receiving services after each Acuity diagnostic test (1<sup>st</sup> test in series will serve as baseline).</li> <li>○ Teachers of AIS will monitor progress by forming “classes” of these students in Acuity.</li> <li>○ Teachers will differentiate and scaffold based on data from item skill analyses of each student receiving services.</li> <li>○ Multiple sources of data will be made available to AIS teachers (ATS, Acuity, guidance, IEPs).</li> <li>○ Differentiating and scaffolding instruction for LEP students with Rosetta Stone Language Acquisition program.</li> <li>○ 12 paraprofessionals providing scaffolding services in literacy to Special Education students using Great Leaps</li> </ul> |
|--|---|

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| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule<br/> <b><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></b></p> | <p>Title III: F-status ELL specialist \$19,900 for 60 days<br/> Rosetta Stone Level I and Level II software - \$12,000<br/> 5 additional ELA teachers to reduce class size using C4E funds - \$161,120<br/> 7 additional teachers to reduce class size Title I, including Title I reading teacher – Read 180 - \$710,038<br/> F-status literacy coach to provide professional development – 37 days School Quality 37 (\$12,283)<br/> 10 ELA/Math AIS teachers afterschool - 2hrs per week for 12 weeks – TL summer school</p> |
| <p>Indicators of Interim Progress and/or Accomplishment<br/> <b><i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></b></p>                                       | <p>Acuity diagnostic results will show a 5% increase in the specific standard addressed in the AIS program from each interim test to the next; teacher observation, classroom tests, and quarterly exams will reflect proportionately the same progress for the specific skill for which the student is receiving support service.</p>   |

SECTION VI: ACTION PLAN

**SECTION VI: ACTION PLAN** Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. *Reminder: Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

|                                |                      |
|--------------------------------|----------------------|
| Subject/Area (where relevant): | Parental Involvement |
|--------------------------------|----------------------|

|   |  |
|---|--|
| <p>Annual Goal<br/><b>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</b></p>  | <p><b>To build capacity within all factions of the community to increase parental participation by 20% by June 2009 to support and foster student achievement.</b></p>   |
| <p>Action Plan<br/><b>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</b></p> | <ul style="list-style-type: none"> <li>○ Increased contact with all parents, particularly those of sub-group students needing additional support through translated notices, school website, PA meetings, SLT minutes and information, Parent Coordinator materials.</li> <li>○ Cultural events, parent workshops (ELA, math, science, social studies, social emotional learning) and activities.</li> <li>○ School messenger system.</li> <li>○ Parent-Teacher conferences.</li> <li>○ School Leadership Team meetings.</li> </ul> <p>Target populations: Parents who have not been participating in parent events thus far.</p> <p>Responsible staff members: Principal, APs, teachers, translation paraprofessionals, Parents' Association Board members, Parent Coordinator, School Leadership Team members.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule<br/><b>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</b></p>          | <ul style="list-style-type: none"> <li>○ School Messenger Telecommunication system - \$4,150 – Title I Translation /Interpretation</li> <li>○ Teacher per session for parent workshops – 36Hrs- Title I</li> <li>○</li> </ul>  |

Indicators of Interim Progress and/or Accomplishment  
***Include: interval of periodic review; instrument(s) of measure; projected gains***

Attendance sign-in sheets at SLT meetings, parent-teacher conferences, PA meetings, events, workshops; returned "tear-off sheets" from notices sent home; event chaperons; open school night and week participation; school website "hits" from parents.

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

***Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6.***

*Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.*

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

| Grade | ELA                            | Mathematics                    | Science                        | Social Studies                 | At-risk Services:<br>Guidance<br>Counselor | At-risk Services:<br>School<br>Psychologist | At-risk Services:<br>Social Worker | At-risk<br>Health-related<br>Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
|       | # of Students<br>Receiving AIS | # of Students<br>Receiving AIS | # of Students<br>Receiving AIS | # of Students<br>Receiving AIS | # of Students<br>Receiving AIS             | # of Students<br>Receiving AIS              | # of Students<br>Receiving AIS     | # of Students<br>Receiving AIS        |
| K     |                                |                                | N/A                            | N/A                            |  |   |                                    |                                       |
| 1     |                                |                                | N/A                            | N/A                            |  |   |                                    |                                       |
| 2     |                                |                                | N/A                            | N/A                            |  |   |                                    |                                       |
| 3     |                                |                                | N/A                            | N/A                            |  |   |                                    |                                       |
| 4     |                                |                                |                                |                                |  |   |                                    |                                       |
| 5     |                                |                                |                                |                                |  |   |                                    |                                       |
| 6     | <b>83</b>                      | <b>34</b>                      | <b>24</b>                      | <b>27</b>                      | <b>40</b>                                  | <b>0</b>                                    | <b>2</b>                           | <b>0</b>                              |
| 7     | <b>116</b>                     | <b>31</b>                      | <b>29</b>                      | <b>31</b>                      | <b>50</b>                                  | <b>0</b>                                    | <b>1</b>                           | <b>0</b>                              |
| 8     | <b>117</b>                     | <b>57</b>                      | <b>28</b>                      | <b>32</b>                      | <b>50</b>                                  | <b>0</b>                                    | <b>2</b>                           | <b>0</b>                              |
| 9     |                                |                                |                                |                                |  |   |                                    |                                       |
| 10    |                                |                                |                                |                                |  |   |                                    |                                       |
| 11    |                                |                                |                                |                                |  |   |                                    |                                       |
| 12    |                                |                                |                                |                                |  |   |                                    |                                       |

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

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

Part B. Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS)         | Description: <b>Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</b>  |
|--|--|
| ELA:   | Wilson Reading (1:1), Great Leaps (1:1), Scholastic Read 180 (small group instruction), SpellRead (5:1), Achieve 3000 (computer based assessment and prescription); 37 ½ minutes small group instruction, one-to-one tutoring, homework helper (1 to 1); Great Source Writing Program (all the above interventions occur daily during school day); SETSS (small class size); CTT (13:1); ERSSA (small group); Kaplan Test Preparation, Aim Higher ELA Test Preparation, Continental Press Test Preparation, Rally Test Strategies Program, (both in class and after-school programs); individual conferencing with students on an ongoing basis both in class and after school; Saturday Academy. Princeton Review Supplemental Education Services (small group instruction), Brienza (for ELLs), Education Link (small group instruction)—twice per week after school or Saturday or individualized for home instruction. |
| Mathematics:   | 37 ½ minutes small group instruction-using Carnegie Learning, Continental Press; after school programs using Options “Buckle Down” program;; Classroom Inc. for homework help; NYS Coach; Breakaway Math; Kaplan Keys; The Cognitive Tutor (software); Bridge to Algebra and Algebra 1 (used for remediation and enhancement of students’ math knowledge; Specialized HS math courses; Peer-tutoring. SES: Princeton Review, Brienza, and Education Link (as above, used for mathematics, too.)  |
| Science:   | Peer tutoring (daily); one to one tutoring (teachers’ professional assignments); small group instruction (daily); FOSS curriculum contains differentiation and scaffolding; multiple intelligences lab activities (built into science program); project-based inquiry offsite experiences (periodically); 37 ½ minutes extended day tutorials; science club; homework help (daily).  |
| Social Studies:                                      | One-to-one tutoring (teachers’ professional assignments—1-5 times per week); peer tutoring (daily); small group instruction (daily); 37 ½ minutes extended day tutorials; Model U.N.; Zimbabwe project; homework help (daily).   |
| At-risk Services Provided by the Guidance Counselor: | Individual counseling services; group counseling; outside referrals to specialists/agencies; student conflict mediation; pre and post-suspension counseling; academic/grade counseling; identification of academic needs for at-risk academic services; Pupil Personnel committee meetings (weekly); parent high school counseling; career guidance; bully identification/intervention/prevention; ACS referrals; parent conferences (all ongoing).  |

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| At-risk Services Provided by the School Psychologist: | Conferences with teachers and other school personnel; Pupil Personnel Committee; generate suggestions related to intervention strategies based upon students' individual needs within the least restrictive environment. |
| At-risk Services Provided by the Social Worker:       | ERSS; counseling; student-parent conferences; representation on PPC, IEP committees; classroom observation; consultative and support services to students, parents, and school personnel                                 |
| At-risk Health-related Services:                      | Adaptive phys. Ed.; occupational therapy; eye testing; fitness grams; speech and hearing; parent workshops on childhood diseases, asthma, blood-borne pathogens.   |

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

***NCLB/SED requirement for all schools***

Part A: Language Allocation Policy (LAP) – **Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.**

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## Language Allocation Policy

**School I.S. 234 / District 22**

**District Superintendent: Marianne Ferrara**

### **Team Members:**

**Ms. Schaeffer, Principal**

**Ms. Rakitin, ESL Coordinator/Teacher**

**Ms. Guttenplan, Parent Coordinator**

**Ms. Yudow, Literacy Coach**

**Ms. Thomas, Assistant Principal**

**Ms. Cavallo, Teacher**

**Ms. Zineedine, Parent**

**Ms. Rothman, Math Coach**

Cunningham I.S. 234 is a school-wide Title I School. We are located in a densely populated Brooklyn neighborhood. Our student population (1795 students) is both ethnically and socio-economically diverse. 40, approximately 2 percent of our students, are recent immigrants and over 60% of our total population comes from homes where languages other than English are spoken. According to Home Language Identification Surveys, our students speak a variety of languages, predominantly from Eastern Europe (Russia, Ukraine, and Albania ) as well as Asia (China, Pakistan, India, Turkey, Egypt), Central America and the Caribbean (Mexico, Dominican Republic, and Haiti).

We service ELL students with explicit English as a Second Language Instruction. This is due to trends in parent letters (parents prefer ESL programs to bilingual programs). Of the 1,795 students enrolled in Cunningham, 147 (8.2%) comprise the ELL population. This is broken down into 3 grades, 45 6<sup>th</sup> graders (7.3 % of the 6<sup>th</sup> grade), 53 7<sup>th</sup> graders (8.9% of the 7<sup>th</sup> grade), and 49 8<sup>th</sup> graders (8.3% of the 8<sup>th</sup> grade). (See Attachment 2 for beginner, intermediate, advanced breakdown) In addition to the general education and ELL classes, we have a number of ELL students enrolled in our special education program. 16 students (12.1 % of the total special education population) are currently enrolled in and receiving pull-out ESL, 2 of which have been placed in an alternative setting. We do not currently have a bilingual education program. Therefore, bilingual para-professionals are assigned to students as needed. At present, we have 16 students with interrupted formal education. SIFE students receive instructional intervention services. These services include but not limited to Great Leaps, Read 180, Achieve 3000, Rosetta Stone and Carnegie Learning. Additionally, during school Title III F-status teacher supplements ELL services.

Our 147 ELL students are at various levels of proficiency. They are grouped into beginner, intermediate, and advanced programs. Of our 45 6<sup>th</sup> graders, 11 are beginners, 11 are at the intermediate level, and 23 are advanced. Of our 53 7<sup>th</sup> graders, 15 are at the beginner level, 19 are intermediate, and 19 are advanced. Of our 49 8<sup>th</sup> graders, 9 are beginners, 20 are intermediate, and 20 are

advanced. Groupings are based on appropriate grade level, strengths, and weaknesses as determined by NYSESLAT data, LAB-R testing results, and teacher assessment. Transitions are made based on NYSESLAT data. Students participate in three instructional program models: self-contained, push-in, and pullout.

Students at the intermediate and advanced level are mainstreamed into general education classes and are supported by ESL teachers and general education teachers who have been trained in ESL methodologies. ESL and general education teachers work collaboratively in planning to meet the needs of our ELL students. Students who are recent arrivals or have no or limited English skills are assigned to the same class and receive English immersion instruction, supported by ELL methodology. Extended day and additional ESL services provided by an F-status ESL teacher are available to these Beginner ELL students. These programs are designed to improve students' reading, writing, and math skills. Advanced transitional students as well as ELL students with special needs are being serviced by means of a push-in or pullout model. Additional instructional programs are offered after-school to ELL students in ELA and math.

As students transition from beginner to intermediate levels, the emphasis is speaking and listening. As students progress further into advanced levels and have mastered these modalities the emphasis is placed on reading and writing. NYSESLAT data reflects this grouping structure in that our beginner and intermediate students showed weaknesses in reading and writing and strength in listening and speaking. Our advanced and proficient students showed weakness in writing with their strength in speaking, listening, and reading. Our Long-term ELL students are provided additional intervention services. These include Read 180, Great Leaps, and Achieve 3000. Transitioning ELL students are mainstreamed into general education. These students receive Balanced Literacy ELA instruction in addition to ELL services. These services include extended day programs in supplement to regular ESL instruction.

ELL students are scheduled to attend a minimum of 180 (advanced) or 360 (beginner/intermediate) minutes per week. These 180-360 minutes provide teachers the time to focus on vocabulary, grammar, reading comprehension, and essay writing. Listening skills are the focus with beginner and low-level intermediate students. Using a variety of instructional materials (see attachment). We currently have no bilingual program. Therefore, bilingual dictionaries are utilized in classrooms. These dictionaries are available in Chinese, Haitian, Russian, Spanish, Arabic, Albanian, and Urdu. ELL students receive instruction in listening, speaking, reading and writing, both in literature and content-based subjects. These lessons are aligned specifically to New York State learning standards.

In addition to our regularly scheduled classes, we offer after-school programs to all ELL students. These programs are designed to improve students' reading, writing, and math skills, as well as aim to meet the needs of those ELL students who are at the lowest level of English proficiency and Level 1 in math. Fully certified ELL teachers and or content specialists, using English as the only language of instruction, teach all programs. Programs began on October 9, 2008 and will continue through March 16, 2009.

Our ELL teachers attend regularly scheduled English literacy and Math professional development and receive all materials provided to the English literacy and Math teachers in order to ensure continuity of instruction.

Our four TESOL professionals have been trained by the WestEd Quality Teaching organization, participating in a series of professional development workshops specifically targeting the ELL population. These activities will be demonstrated and developed within professional development periods for all subject area teachers.

Specific activities include:

Novel Ideas Only

Think Pair Share

Semantic Flower/Star  
Mind Mirror  
Double Entry Journal  
Comparison/Contrast  
Essay Matrix  
Collaborative Poster/Dialogue Writing  
Individual Reading with Focus  
Reading in Four Voices

Inter-visitations and intra-visitations of best teaching practices are included in professional development. Additionally, preparation times have been scheduled, enabling teachers to collaboratively plan their lessons and units of study.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

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Type of Program:  Bilingual  ESL  Both      Number of LEP (ELL) Students Served in 2007-08: 132  
(No more than 2 pages)

**I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:**

Cunningham I.S. 234 is a Title I school with school-wide programs. Located in a densely populated Brooklyn neighborhood, it houses an ethnically and socio-economically diverse population. Approximately 2% of the student body are recent immigrants and 61.2% come from homes where English is not the dominant language. 150 ELL students participate in differing instructional program models some of which are self-contained and others are pull-outs. All teachers involved in these programs are TESOL certified. An F-status ELL specialist services the most recent arrivals who have no or very limited English skills. Those students are assigned to one of the self-contained ELL classes for English immersion. The ESL self-contained classes are taught in English and are combined in a mini-school by grade and English language proficiency level. Advanced transitional students, as well as ELLs with special needs, are placed in mainstream classes and receive pull-out services. Bilingual paraprofessionals are assigned to students identified as needing such services.

Instructional strategies include, but are not limited to:

- Starting with the social language and progressing to the academic language development
- Promoting inference skills and teaching about social cues
- Using formative evaluation to carefully define the needs in the area of academic language development, i.e., content and linguistic knowledge gaps

- Approaching literacy instruction not only as reading and writing, but also speaking, interacting, valuing, and believing
- Drawing attention to cognates, where possible
- Structuring learning activities to be context rich in order to scaffold both language and content
- Activating and building background knowledge
- Using language for meaningful and authentic purposes
- Using illustrations and demonstrating extensively
- Keeping in mind that oral language skills do not always precede written language skills, encouraging students to read at their reading level and not their oral proficiency level
- Encouraging students to substitute words from their native language for unknown English words
- Establishing risk-free classrooms where diversity is respected
- Providing opportunities for students to share their native language with class
- Using drama as a learning activity
- Using read-alouds as models
- Differentiating instruction based on language level and learning style
- Using Reader's theatre
- Using "think-aloud" protocols
- Computer assisted research
- Providing collaborative projects
- Scaffolding of instructional practices and content
- Developing common underlying language proficiency
- Using critical self and peer-reflection
- Promoting successful transfer of linguistic skills from first language to English

## II.

- A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).**

The school's curricula in all subject areas are standards-based as mandated by NYSED and NYC DOE. Other than those ELL students who are newly arrived, all students participate in the same curricula as non-ELL students.

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

- B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.**

ELL students attend SES programs, test preparation programs, technology workshops, NYSESLAT practice sessions (February through May).

**III. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.**

Cunningham's Parent Coordinator holds workshops for parents of ELLs. Cultural events, literacy, math skills, and test-taking strategy workshops are offered. Literacy Institute for ELL parents is taught by a licensed TESOL teacher. Translations of all school related communications are sent home. Paraprofessionals and teachers serve as translators. Translation equipment is available for meetings and conferences. Professional resource books are available for ELL parents in the Parent Coordinator's office and in the school library

**IV. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.**

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

**V. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.**

Teachers of ELL 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. Empowerment Network ELL trainer provides ongoing professional development and monitoring of ELL classrooms to help teachers with best instructional practice for ELLs. Workshops for "looking at student work" of ELLs enables teachers to constantly realign instruction according to student needs. Analyses of performance on NYSESLAT takes place in ELL workshops. Teachers will attend workshops offered by OIT, WestEd, QTEL, CITE, NCTE, and other providers. Strategies and activities for differentiation and academic language development include:

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

- Essay Matrix
- Collaborative Poster/Dialogue writing
- Individual Reading with Focus
- Reading in Four Voices

Additionally, Intervisitations and intravisitations for best teaching practices are included in professional development.

**VI. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.**

Guidance, speech and language, occupational therapy, Brienza (supplemental support service), Wilson Reading, Read 180, SpellRead, Achieve 3000, Carnegie Learning, 37 ½ minute extended day, and one-to-one tutoring are all available to ELL students

**VII. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.**

NA

## ADDITIONAL LANGUAGES

|   |                                   |                            |                        |
|---|-----------------------------------|----------------------------|------------------------|
| <b>Albanian (AL)</b>                    | <b>Chinese, any (CH)</b>          | <b>Macedonian (MA)</b>     | <b>Tibetan (TI)</b>    |
| <b>Armenian (AM)</b>                    | <b>Dari/Farsi/Persian (DA)</b>    | <b>Malayalam (MAL)</b>     | <b>Turkish (TR)</b>    |
| <b>Amoy (A.K.A. Fukienese)<br/>(AO)</b> | <b>French-Haitian Creole (FH)</b> | <b>Mandarin (MN)</b>       | <b>Ukrainian (UR)</b>  |
| <b>Arabic (AR)</b>                      | <b>French (FR)</b>                | <b>Nepali (NE)</b>         | <b>Urdu (UD)</b>       |
| <b>Azerbaijani (AZ)</b>                 | <b>Georgian (GE)</b>              | <b>Pashto (PST)</b>        | <b>Uzbek (UZ)</b>      |
| <b>Balante (BA)</b>                     | <b>Haitian Creole (HA)</b>        | <b>Pilipino (PI)</b>       | <b>Vietnamese (VN)</b> |
| <b>Bengali (BG)</b>                     | <b>Hebrew (HE)</b>                | <b>Punjabi (PJ)</b>        | <b>Yoruba (YOR)</b>    |
| <b>Bihari (BI)</b>                      | <b>Hindi (HIN)</b>                | <b>Polish (PL)</b>         |                        |
| <b>Burmese (BS)</b>                     | <b>Italian (IT)</b>               | <b>Russian (RU)</b>        |                        |
| <b>Cantonese (CN)</b>                   | <b>Khmer (KH)</b>                 | <b>Serbo-Croatian (SC)</b> |                        |
| <b>Chinese-Dialect Unknown<br/>(CE)</b> | <b>Korean (KO)</b>                | <b>Sinhalese (SF)</b>      |                        |
|   | <b>Lithuanian (LT)</b>            | <b>Slovak (SO)</b>         |                        |
|   | <b>Latvian (LV)</b>               | <b>Spanish (SP)</b>        |                        |

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: **W.A. Cunningham I.S. 234** District **22**

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

| Number of Teachers<br>2007-2008 |                |   |                | Number of<br>Teaching Assistants or<br>Paraprofessionals*** |                | Total |
|---------------------------------|----------------|---|----------------|---|----------------|-------|
| Appropriately<br>Certified*     |                | Inappropriately<br>Certified or<br>Uncertified Teachers** |                | Bilingual<br>Program  | ESL<br>Program |       |
| Bilingual<br>Program            | ESL<br>Program | Bilingual<br>Program                                      | ESL<br>Program |   |                |       |
| NA                              | 4              | NA  | 0              | 2   | 0              | 6     |
|                                 |                |   |                |   |                |       |

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect

**ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.**

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type:  Free-Standing  Push-in  Pull-out  
 Indicate Proficiency Level:  Beginning  Intermediate  Advanced

School District: **22** School Building: **W.A. Cunningham I.S. 234**

| Period | Time                         | Monday                           | Tuesday                          | Wednesday                    | Thursday                     | Friday                           |
|--------|------------------------------|----------------------------------|----------------------------------|------------------------------|------------------------------|----------------------------------|
| 1      | From: 8:15AM<br>To: 9:00AM   | Subject<br>ESL                   | Subject<br>ESL                   | Subject<br>MATH              | Subject<br>SCIENCE           | Subject<br>MATH                  |
| 2      | From: 9:00AM<br>To: 9:45AM   | Subject<br>SCIENCE               | Subject<br>SCIENCE               | Subject<br>SCIENCE           | Subject<br>SCIENCE           | Subject<br>SOCIAL<br>STUDIES     |
| 3      | From: 9:45AM<br>To: 10:30AM  | Subject<br>ESL                   | Subject<br>MATH                  | Subject<br>HEALTH ED         | Subject<br>HEALTH ED         | Subject<br>TECHNOLOGY            |
| 4      | From: 10:30AM<br>To: 11:15AM | Subject<br>LUNCH                 | Subject<br>LUNCH                 | Subject<br>LUNCH             | Subject<br>LUNCH             | Subject<br>LUNCH                 |
| 5      | From: 11:15AM<br>To: 12:00PM | Subject<br>TECHNOLOGY            | Subject<br>SOCIAL<br>STUDIES     | Subject<br>MATH              | Subject<br>MATH              | Subject<br>ESL                   |
| 6      | From: 12:00PM<br>To: 12:45PM | Subject<br>MATH                  | Subject<br>PHYSICAL<br>EDUCATION | Subject<br>ESL               | Subject<br>ESL               | Subject<br>PHYSICAL<br>EDUCATION |
| 7      | From: 12:45PM<br>To: 1:30PM  | Subject<br>MATH                  | Subject<br>ESL                   | Subject<br>ESL               | Subject<br>ESL               | Subject<br>ESL                   |
| 8      | From: 1:30PM<br>To: 2:15PM   | Subject<br>PHYSICAL<br>EDUCATION | Subject<br>MATH                  | Subject<br>SOCIAL<br>STUDIES | Subject<br>SOCIAL<br>STUDIES | Subject<br>MATH                  |
| 9      | From:<br>To:                 | Subject (Specify)                | Subject (Specify)                | Subject (Specify)            | Subject (Specify)            | Subject (Specify)                |
| 10     | From:<br>To:                 | Subject (Specify)                | Subject (Specify)                | Subject (Specify)            | Subject (Specify)            | Subject (Specify)                |

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type:    \_\_\_ Free-Standing     Push-in    \_\_\_ Pull-out  
 Indicate Proficiency Level:    \_\_\_ Beginning     Intermediate    \_\_\_ Advanced

School District: 22    School Building: W.A. Cunningham I.S. 234

| Period | Time                         | Monday                           | Tuesday                          | Wednesday                        | Thursday                     | Friday                       |
|--------|------------------------------|----------------------------------|----------------------------------|----------------------------------|------------------------------|------------------------------|
| 1      | From: 8:15am<br>To: 9:00am   | Subject<br>MATH                  | Subject<br>ESL                   | Subject<br>ENRICHMENT            | Subject<br>ART               | Subject<br>ESL               |
| 2      | From: 9:00am<br>To: 9:45am   | Subject<br>SCIENCE               | Subject<br>ESL                   | Subject<br>ENRICHMENT            | Subject<br>MATH              | Subject<br>ESL               |
| 3      | From: 9:45am<br>To: 10:30am  | Subject<br>SCIENCE               | Subject<br>SOCIAL<br>STUDIES     | Subject<br>SCIENCE               | Subject<br>MATH              | Subject<br>SOCIAL<br>STUDIES |
| 4      | From: 10:30am<br>To: 11:15am | Subject<br>ESL                   | Subject<br>ART                   | Subject<br>SOCIAL<br>STUDIES     | Subject<br>SOCIAL<br>STUDIES | Subject<br>MATH              |
| 5      | From: 11:15am<br>To: 12:00pm | Subject<br>MATH                  | Subject<br>MATH                  | Subject<br>MATH                  | Subject<br>SCIENCE           | Subject<br>SCIENCE           |
| 6      | From: 12:00PM<br>To: 12:45PM | Subject<br>LUNCH                 | Subject<br>LUNCH                 | Subject<br>LUNCH                 | Subject<br>LUNCH             | Subject<br>LUNCH             |
| 7      | From: 12:45PM<br>To: 1:30PM  | Subject<br>PHYSICAL<br>EDUCATION | Subject<br>PHYSICAL<br>EDUCATION | Subject<br>PHYSICAL<br>EDUCATION | Subject<br>ESL               | Subject<br>ESL               |
| 8      | From: 1:30PM<br>To: 2:15PM   | Subject<br>ESL                   | Subject<br>MATH                  | Subject<br>ESL                   | Subject<br>ESL               | Subject<br>ENRICHMENT        |
| 9      | From:<br>To:                 | Subject (Specify)                | Subject (Specify)                | Subject (Specify)                | Subject (Specify)            | Subject (Specify)            |

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type:    \_\_\_ Free-Standing    \_\_\_ Push-in    \_\_\_X Pull-out  
 Indicate Proficiency Level:    \_\_\_ Beginning    \_\_\_ Intermediate    \_\_\_X Advanced

School District:    \_\_\_ 22 \_\_\_\_\_

School Building:    \_W.A. Cunningham\_\_\_\_\_

| Period | Time                         | Monday                       | Tuesday                      | Wednesday                    | Thursday                         | Friday                           |
|--------|------------------------------|------------------------------|------------------------------|------------------------------|----------------------------------|----------------------------------|
| 1      | From: 8:15am<br>To: 9:00am   | Subject<br>MATH              | Subject<br>MATH              | Subject<br>SOCIAL<br>STUDIES | Subject<br>SCIENCE               | Subject<br>PHYSICAL<br>EDUCATION |
| 2      | From: 9:00am<br>To: 9:45am   | Subject<br>MATH              | Subject<br>MATH              | Subject<br>SOCIAL<br>STUDIES | Subject<br>SCIENCE               | Subject<br>MATH                  |
| 3      | From: 9:45am<br>To: 10:30am  | Subject<br>SCIENCE           | Subject<br>SOCIAL<br>STUDIES | Subject<br>ESL               | Subject<br>MATH                  | Subject<br>SOCIAL<br>STUDIES     |
| 4      | From: 10:30am<br>To: 11:15am | Subject<br>ENGLISH           | Subject<br>ESL               | Subject<br>ENGLISH           | Subject<br>ESL                   | Subject<br>ESL                   |
| 5      | From: 11:15am<br>To: 12:00pm | Subject<br>ENRICHMENT        | Subject<br>SCIENCE           | Subject<br>ENGLISH           | Subject<br>ENGLISH               | Subject<br>ENGLISH               |
| 6      | From: 12:00PM<br>To: 12:45PM | Subject<br>ESL               | Subject<br>ENGLISH           | Subject<br>MATH              | Subject<br>ENGLISH               | Subject<br>ENGLISH               |
| 7      | From: 12:45PM<br>To: 1:30PM  | Subject<br>LUNCH             | Subject<br>LUNCH             | Subject<br>LUNCH             | Subject<br>LUNCH                 | Subject<br>LUNCH                 |
| 8      | From: 1:30PM<br>To: 2:15PM   | Subject<br>SOCIAL<br>STUDIES | Subject<br>ENRICHMENT        | Subject<br>SCIENCE           | Subject<br>PHYSICAL<br>EDUCATION | Subject<br>MATH                  |
| 9      | From:<br>To:                 | Subject (Specify)            | Subject (Specify)            | Subject (Specify)            | Subject (Specify)                | Subject (Specify)                |

# SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type:  TBE  Dual Language  
 Indicate Proficiency Level:  Beginning  Intermediate  Advanced

School District: \_\_\_\_\_

School Building: \_\_\_\_\_

| Period | Time         | Monday            | Tuesday           | Wednesday         | Thursday          | Friday            |
|--------|--------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 1      | <b>From:</b> | Subject (Specify) | Subject (Specify) | Subject (Specify) | Subject (Specify) | Subject (Specify) |
|        | <b>To:</b>   |                   |                   |                   |                   |                   |
| 2      | <b>From:</b> | Subject (Specify) | Subject (Specify) | Subject (Specify) | Subject (Specify) | Subject (Specify) |
|        | <b>To:</b>   |                   |                   |                   |                   |                   |
| 3      | <b>From:</b> | Subject (Specify) | Subject (Specify) | Subject (Specify) | Subject (Specify) | Subject (Specify) |
|        | <b>To:</b>   |                   |                   |                   |                   |                   |
| 4      | <b>From:</b> | Subject (Specify) | Subject (Specify) | Subject (Specify) | Subject (Specify) | Subject (Specify) |
|        | <b>To:</b>   |                   |                   |                   |                   |                   |
| 5      | <b>From:</b> | Subject (Specify) | Subject (Specify) | Subject (Specify) | Subject (Specify) | Subject (Specify) |
|        | <b>To:</b>   |                   |                   |                   |                   |                   |
| 6      | <b>From:</b> | Subject (Specify) | Subject (Specify) | Subject (Specify) | Subject (Specify) | Subject (Specify) |
|        | <b>To:</b>   |                   |                   |                   |                   |                   |
| 7      | <b>From:</b> | Subject (Specify) | Subject (Specify) | Subject (Specify) | Subject (Specify) | Subject (Specify) |
|        | <b>To:</b>   |                   |                   |                   |                   |                   |
| 8      | <b>From:</b> | Subject (Specify) | Subject (Specify) | Subject (Specify) | Subject (Specify) | Subject (Specify) |
|        | <b>To:</b>   |                   |                   |                   |                   |                   |
| 9      | <b>From:</b> | Subject (Specify) | Subject (Specify) | Subject (Specify) | Subject (Specify) | Subject (Specify) |
|        | <b>To:</b>   |                   |                   |                   |                   |                   |
| 10     | <b>From:</b> | Subject (Specify) | Subject (Specify) | Subject (Specify) | Subject (Specify) | Subject (Specify) |
|        | <b>To:</b>   |                   |                   |                   |                   |                   |

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

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

Number of Teachers 4 Other Staff (Specify) Science, English, Math

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

**Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.**

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Our school's supplemental instructional program is aimed to meet the needs of those ELL students who are at the lowest level of English proficiency and Level 1 & Level 2 in math. We offer several after school programs designed to improve students' reading, writing, and math skills. Participation in these programs will enable the students to improve their standardized tests results: NYSESLAT, ELA AND MATH and achieve the educational standards in a timely manner.

After school reading, writing, math, science and research programs will consist of two one-hour sessions each week, beginning in October 2008 and running through May 2009. Participants in this program will be serviced by certified content specialists. In addition there are specially designed test-preparation programs: ELA practice for 8<sup>th</sup> grade ELL students eligible for ELA testing (November through January) and NYSESLAT practice for all ELLs (February through April). All programs will take place during after school hours from 3:00-4:00pm on Tuesdays and/or Thursdays. The approximate number of students to be serviced by these after school programs will be: 6<sup>th</sup> grade- 50 students, 7<sup>th</sup> grade- 50 students, 8<sup>th</sup> grade- 50 students. All programs will be taught by fully certified teachers using ESL methodology and English as the only language of instruction.

After conducting a needs assessment of our ELL students the following needs were identified during evaluation and the assessment process:

- Limited academic English proficiency

- Poor reading comprehension ability
- Insufficient writing skills
- Low scores on reading and math assessment exams
- Limited content area vocabulary

The following is a brief description of the instructional strategies, practices and effective methods used based on Scientifically Based Research programs designed to meet identified needs:

- The selected instructional and professional development after school programs are based on CALLA instructional model developed by Anna Uhl Chamot and Michael O'Malley. Their research has been proven to meet the academic needs of students learning English in American schools. Scaffolding and Sheltered Instruction are the focal points of our schools' ELL teaching process. Teachers modify their use of English to teach core subjects (math, science, social studies, literacy) in order to ensure that the material is comprehensive to learners and it promotes their English language development.
- Teaching mathematics to ELL students in our school is based on the idea of providing the necessary language support for the students to be able to understand the language in word problems. Following Sheltered Instruction methods, teachers use demonstrations, visuals and graphic organizers to make academic instruction understandable for students of different language proficiency levels.
- Scaffolding approach is used extensively for low-functioning ELL students who score at the beginners level on NYSESLAT or the Fall Lab. As learners are able to demonstrate strategic behaviors in their own learning activities, the scaffolding is gradually removed, thus transferring more and more autonomy to the student. According to CALLA, students develop academic skills through cognitive activities in which comprehension is assisted by contextual supports and the acquisition of content is guided by scaffolded instruction. Participation in the above mentioned after school programs will ensure that the identified needs of our ELL students will be successfully met.

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

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Our ongoing professional development program is designed to enhance teachers' ability to understand and use curricula, assessment measures, and instructional strategies for ELL students. Classroom and pull-out teachers who provide instructional services for ELL students will actively participate in these professional development activities. They consist of a series of workshops that will take place during or after the school day. Workshops will take place on alternating days to accommodate varying schedules beginning in October and continuing through June 2009. Additional ELL Professional Development will consist of 30 weekly sessions which tier instruction for teachers as the next step to this year's theory and strategy -based workshops. The facilitator from our network will work with teachers in their classrooms modeling for them and assisting them in implementing the strategies learned in last year's professional development

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workshops. Teachers and the network facilitator will meet during professional periods for reflection and planning. Teachers will work with coaches to learn how to monitor the progress of ELL students by using summative and formative assessments.

Included in the professional development plan will be intra-visitations and inter-visitations of best teaching practices. Preparation time will be scheduled weekly enabling teachers to collaboratively plan their lessons and units of study

Form TIII – A (1)(b)

Title III LEP Program  
School Building Budget Summary

| Allocation:   |                 |   |
|---|-----------------|---|
| Budget Category   | Budgeted Amount | Explanation of Proposed Expenditure   |
| <b>Professional staff, per session, per diem (Note: schools must account for fringe benefits)</b> | <b>\$19,900</b> | <b>F-Status ESL teacher to provide supplemental intervention services -</b> |
| <b>Purchased services such as curriculum and staff development contracts</b>                      |                 |   |
| <b>Supplies and materials</b>   | <b>\$598</b>    | <b>Supplemental instructional materials</b>                                 |
| <b>Travel</b>   |                 |   |
| <b>Other</b>  |                 |   |
| <b>TOTAL</b>  | <b>\$20,498</b> |   |

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

#### ***Requirement under Chancellor's Regulations – for all schools***

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

#### Part A: Needs Assessment Findings

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

The needs assessment identified 45 languages other than English spoken in our school. The languages are: Albanian, Arabic, Armenian, Amoy, Azerbaijani, Balante, Bengali, Bihari, Burmese, Chinese, Cantonese, Dari, French, French-Haitian Creole, Georgian, Haitian Creole, Hebrew, Hindi, Italian, Khmer, Korean, Lithuanian, Latvian, Macedonian, Mandarin, Malayalam, Nepali, Pashto, Pilipino, Punjabi, Polish, Russian, Serbo-Croatian, Sinhalese, Slovak, Spanish, Tibetan, Turkish, Urdu, Ukrainian, Uzbek, Vietnamese, and Yoruba.

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

#### Part B: Strategies and Activities

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

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

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

***All Title I schools must complete this appendix.***

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 **\$1,355,892**
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program **\$13,558.92**
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified **\$67,794.60**
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year **96.8%**
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Teachers will be assigned to teacher in their licensed certified area to the greatest extent possible. Teachers not highly qualified will be eligible for tuition reimbursement for courses leading to certification in their licensed area.

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

1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.

*Explanation:* In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is strongly recommended that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent

involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

TITLE I PARENT INVOLVEMENT PLAN  
2008-2009 SCHOOL YEAR

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

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

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

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

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

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

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

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

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

**5. The name of our school’s representative to the District’s Title I Parent**

**Advisory Committee is:**

Ms. Carmela Rogers

W.A. Cunningham will:

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

**This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Team. This policy was adopted by W.A. Cunningham I.S. 234 on June 9, 2008 and will be in effect for the period of September 2, 2008-June 26, 2009. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 18, 2008.**

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2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

*Explanation:* Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is strongly recommended that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

### SCHOOL-PARENT COMPACT

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

This School-Parent Compact is in effect during the 2008-2009 school year.

#### School Responsibilities

Cunningham will:

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

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

- Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
  - Quarterly report cards (November, February, April, and the last day of school)
  - Parent-teacher conferences – 2 times a year (November & February)
  - Interim Assessments – 3-5 times a year
  - Deficiency Notices – 4 times a year (middle of each marking Period)
    - All parent notices will be made available in several languages.
    - Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held November and February.
    - Solicit parent and community input through meetings, interviews, questionnaires, surveys, etc., regarding the education of the students it serves.
    - Offer training sessions/workshops on diverse topics and issues to parents and community members.
    - Provide parents reasonable access to staff: specifically, staff will be available for consultation with parents as follows: daily by appointment.
    - Provide students with opportunities to resolve conflicts in positive, non-violent ways.

## Parent Responsibilities

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

- Supporting my child’s learning by making education a priority in our home by:
  - Making sure my child is on time and prepared everyday for school
  - Monitoring attendance

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

## STUDENT RESPONSIBILITIES

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

- Come to school ready to do our best and be the best.
- Come to school with all the necessary tools of learning – pens, pencils, books, etc.
- Listen and follow directions.
- Participate in class discussions and activities.
- Be honest and respect the rights of others.
- Follow the school's dress code.
- Follow the school's/class' rules of conduct.
- Do our homework every day and ask for help when we need to.
- Study for tests and assignments.
- Read at least 30 minutes every day outside of school time.

- Use the library to get information and to find books that we enjoy reading.
- Give to our parents or to the adult who is responsible for our welfare all notices and information we receive at school every day.
- Use appropriate language towards faculty and staff.

#### Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: **Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.**

**Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.**

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

**See pages 12-15.**

2. **Schoolwide reform strategies that:**

- a) **Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.**

- b) **Use effective methods and instructional strategies that are based on scientifically-based research that:**

- **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**
- **Help provide an enriched and accelerated curriculum.**
- **Meet the educational needs of historically underserved populations.**
- **Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.**
- **Are consistent with and are designed to implement State and local improvement, if any.**

#### **Instructional strategies:**

- Diagnostic testing
- AIS programs (Spell Read, Read 180, Achieve 3000, Wilson, Great Leaps, Carnegie Learning, Tabula Digita)
- Test preparation programs (Continental Press, Kaplan, Aim Higher, Rally, Buckle Down)
- Conferencing
- Guided reading groups
- Cooperative Learning
- Habits of Proficient Readers

- Teaching organization, study skills and habits
- Inquiry based learning opportunities
- Acceleration Programs: integrated algebra, geometry, earth science and living environment
- American Globe Theatre
- Teachers-Writers Collaborative
- Ballet Hispanico
- Extensive Technology programs
- Integration of programs (Robotics, cartooning, drama, Model UN, newspaper. to support ELA skills.
- Literacy strategy based content area teaching
- Differentiation of instruction

**Extended time:**

- Additional ELA and math periods
- Small group instruction before instruction, after school
- One to one tutoring
- SES programs (Princeton Review, Brienza Academic Advantage, Education Link)

**School Support Services**

- Counseling
- Speech and Language
- Hearing
- Occupational Therapy
- Physical Therapy
- Adaptive Physical Education
- Health services
- Drug prevention and intervention

**3. Instruction by highly qualified staff.**

96.8% of our teachers are highly qualified and certified in their license area. They receive ongoing staff development by a literacy, math coach and Assistant Principals, all of whom are veteran teachers in their respective fields, and who turnkey training from the Empowerment network. Our teachers attend workshops through the DOE and professional organizations and learn the newest strategies in their content areas.

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

We provide teachers with authentic opportunities to learn strategies, skills and content which will enable them to provide optimal services for student achievement. This will be accomplished through: professional development workshops, demonstrations, conferences, inter-visitations, intra-visitations, peer coaching, study groups, inquiry team change strategies, teacher center, professional library, and literacy and math coach. See action plans.

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

We are not a high need school.

Strategies used in the past year and expected to continue through 2008-2009 include:

- Teachers will be assigned to their area of certification when scheduling, with some flexibility, consistent with State regulations.
- Providing options/methods for teachers who are not highly qualified to become highly qualified through conversion programs and utilizing the school's 5% Title I set aside.
- Teachers will be encouraged to use online HOUSSE to demonstrate subject matter competency.
- Ensuring that parents are notified when a non-highly qualified teacher teaches their child for more than 4 consecutive weeks.
- Using innovative recruitment methods to recruit shortage area teachers, like:
- NYC Teaching Fellows <http://www.nycteachingfellows.org>
- Join New York's Brightest: Teach NYC, "STEP (Summer Teaching Experience Program),
- Science Immersion Teaching Fellows program to attract individuals with science backgrounds to teach in NYC public schools (based on our successful Math Immersion program), focusing our national and international recruitment strategies on locations able to source shortage-area candidates.
- Beginning the staffing process earlier, which The New Teacher Project has shown improves teacher quality, assisting uncertified teachers in gaining certification through one-on-one counseling sessions.
- Supporting new teachers through a New Teacher Mentoring Program, coaches and lead teachers.

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

Increase parental participation through the following activities:

Parent workshops, meetings, conferences, cultural events, parent-teacher conferences, newsletters, parent library and family literacy services.

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

Not applicable

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

Common planning, department and faculty conferences, study groups, School Leadership Team, professional development workshops, AIS team, Pupil Personnel Intervention Team, and Professional Development Team.

- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

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

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

Violence prevention, "Don't Laugh at Me," "Respect and Protect," Peer Mediation and Conflict Resolution, Connect with Kids, Lions Quest, Family Life Theatre, Lee Cantor's Assertive Discipline, Fitnessgram, Health Smart, Substance Abuse Prevention Intervention Services.

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

- 1. Use program resources to help participating children meet the State standards.**
- 2. Ensure that planning for students served under this program is incorporated into existing school planning.**

3. **Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:**
  - a. **Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;**
  - b. **Help provide an accelerated, high –quality curriculum, including applied learning; and**
  - c. **Minimize removing children from the regular classroom during regular school hours;**
  
4. **Coordinate with and support the regular educational program;**
  
5. **Provide instruction by highly qualified teachers;**
  
6. **Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;**
  
7. **Provide strategies to increase parental involvement; and**
  
8. **Coordinate and integrate Federal, State and local services and programs.**

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

***This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.***

NCLB/SED Status: Sini Year 2 SURR<sup>1</sup> Phase/Group (If applicable): \_\_\_\_\_

Part A: For All School Improvement Schools (SINI and SRAP)

- 1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.**

**The casual factors for low student performance include:**

- Reading comprehension deficiency interferes with math problem solving
  - Lack of prior knowledge
  - Auditory processing deficits
  - Attention deficits
  - Lack of school home connection
  - Late intervention: Students entered middle school without receiving services and interventions at the elementary level
  - Poor study skills
  - Poor decoding ability
- 2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.**
    - Diagnostic assessment of individual student needs
    - Differentiated instruction
    - Wilson Reading
    - Great Leaps Reading & Math Programs
    - Extended school day literacy and math classes
    - Read 180

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<sup>1</sup> School Under Registration Review (SURR)

- Professional development provided to special education teachers to develop and implement strategies to modify and adapt curriculum
- Common preparation time for general education and special education teachers to plan quality lessons
- SETSS
- Counseling by guidance counselor and social worker
- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Hearing Educational Services
- Crisis Intervention Paraprofessionals
- Health Paraprofessionals
- Alternate Placement Paraprofessional

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

**1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.**

**(a) Provide the following information: 2008-09 anticipated Title I allocation = \$1,355,892 ; 10% of Title I allocation = \$135,589.**

**(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.**

100% will be used to fund a literacy and mathematics coach to provide professional development to support classroom teachers with instructional strategies intended to improve student achievement.

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

The teacher-mentoring program seeks to provide high quality professional development through the following strategies;

- a. Modeling and demonstrating
- b. Providing resources
- c. Behavior management strategies
- d. Introduction and implementation of teaching standards
- e. Collaborative planning

- f. Lesson planning and curriculum development
- g. Looking at student work
- h. Helping new teachers to navigate the system
- i. Conducting informational meetings
- j. Introducing new strategies
- k. Suggesting and providing professional readings
- l. Assisting teachers with parental contact
- m. Listening and providing constructive feedback.

**3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.**

SINI status will be discussed at May Parent's Association Meeting and September welcome tea. Letter home to parents explaining our intervention programs, translated in all 8 languages provided by the DOE.

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

**All SURRE schools must complete this appendix.**

SURRE Area(s) of Identification: \_\_\_\_\_

SURRE Group/Phase: \_\_\_\_\_ Year of Identification: \_\_\_\_\_ Deadline Year: \_\_\_\_\_

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

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

***All schools must complete this appendix.***

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: **All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.**

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CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

**Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.**

*1A. English Language Arts*

Background

**A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed**

to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

#### ELA Alignment Issues:

- Gaps in the Written Curriculum. Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- Curriculum Maps. The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- Taught Curriculum. The *Surveys of Enacted Curriculum (SEC)*<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- ELA Materials. In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

**English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.**

– English Language Learners

**Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.**

**Please respond to the following questions for Key Finding 1A:**

**1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.**

Four meetings of our school's professional development team were held to examine our ELA curriculum to assess key findings of 1A. The team included the principal, assistant principals, literacy coach, data specialist, ELL specialist, and two teachers (one of whom teaches both Gifted and Talented and CTT, and the other a reading AIS specialist).

The team reviewed student data including:

- Progress report (subgroup data)
- School report card
- Curriculum maps
- Student work (including readers/writers notebooks; portfolios)
- Teacher surveys, department meeting agendas and minutes, common planning sessions agendas, administrative-teacher conferences
- Observations
- Teacher plan books
- Classroom resources
- Use of classroom libraries

A needs assessment for teachers will be drawn from department meetings, teacher planning sessions, professional development workshops, teacher plan books, conversations with teachers, administrative observations, parent input and surveys, and the Learning Environment Survey.

While the committee recommended that there be ongoing evaluation of the effectiveness of curriculum maps, it was determined that this finding was not applicable to our school. The results of this assessment were presented at an SLT meeting and at a Parents' Association meeting. The faculty learned of the committee's findings at a faculty conference.

**1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.**

Applicable   X  Not Applicable

**1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?**

- School progress report: Data for ELA
- School report card
- Acuity Interim progress reports
- Teacher lesson plans
- Students' personal goals and needs assessments
- Common planning sessions

Teachers at IS 234 have an array of resources acquired over the past 5 years (since the introduction of the Comprehensive Balanced Literacy model) which are constantly being reassessed and supplemented. We house a professional Teacher Center with an extensive professional library, sample lessons, resources for every literacy skill; each classroom has been furnished with ethnically and culturally diverse libraries and relevant materials; we use a standards-based writing program in addition to array of ELA technology-based programs; we have developed a culture of sharing best practices, reflected in our common planning sessions and intravisitations to one another's classrooms; our curriculum maps address topics and skills; ongoing PD (for the past 5 years, we have had a full time literacy coach, now F-status); every teacher has copies of "What Students Should Know in ELA in Grade \_\_\_\_"; resources provided for the teaching of every skill; ELA teachers are supported by content area literacy-based curricula; teachers have knowledge of UBD (planning for outcome first); item banks from Acuity serve as resource.

**1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.**

N/A

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### *1B. Mathematics*

#### Background

**New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for**

Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

**Please respond to the following questions for Key Finding 1B:**

**1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.**

Selected members of the math department, two from each grade, including accelerated math and AIS math teacher, Special Education math teacher and ELL math teacher, math coach and Assistant Principal met during common planning periods for three months to assess the findings.

The team reviewed student data including:

- Progress report (subgroup data)
- School report card
- Curriculum maps
- Student work (including notebooks; constructed response questions; portfolios)

- Teacher surveys, department meeting agendas and minutes, common planning sessions agendas, administrative-teacher conferences
- Observations
- Teacher plan books
- Classroom resources
- State standards (process and content strands)

The committee determined that there are gaps that appear in areas of measurement and geometry, number sense and operations. There is a weak alignment to New York State process strands. The results of this assessment were presented at an School Leadership meeting and a Parent's Association meeting. A faculty conference was held to inform the staff.

**1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.**

X  Applicable     Not Applicable

**1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?**

Presently, our standards-based pacing calendars do not address the process strands. The math department will make this a focus in our upcoming common planning sessions and collaboratively work on adding the appropriate process strand indicator(s) to each performance indicator. We will then look at our lesson planning to see if any adjustments need to be made.

**1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.**

The process that the IS 234 mathematics teachers engage in is curriculum mapping for grades 6-8. The curriculum map is standards-based, outlining each performance indicator and the skills students need to understand and be able to do. Each textbook used by teachers in the math department has been correlated to a standards-based curriculum map by grade. Special Education teachers along with the math content teacher modify the skill level based upon a variety of data. Teachers teaching students the Integrated Algebra Regents Course use a combination of the NYS and NYC pacing calendars to address standards and curriculum in unison.

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## KEY FINDING 2: INSTRUCTION

**Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.**

### *2A – ELA Instruction*

**Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.**

### **Please respond to the following questions for Key Finding 2A:**

**2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.**

Our school’s PD team will use the following measures to assess the relevance of these findings:

- Observations
- Learning walks
- Department conferences
- Common planning sessions
- “Lunch and Learns”
- Teacher lesson plans (informal review)
- Student work (projects, essays, debates, discussions, reading logs)

**2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.**

**Applicable** X  **Not Applicable**

**2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?**

The following evidence of differentiation and strategies for engagement was found in classrooms:

- Use of "running commentary"
- Drawing or chart activities
- Note taking strategies (4 square, Frayer model, concept definition map, semantic web, character weave, T-chart, Cornell model, double entry notebook, "It Says, I Say, So What", Story map, matrix, VENN diagram)
- Turn and Talk
- Stop and Jot
- Focus activities
- Cooperative group learning
- Jigsaw
- Role-playing
- Centers
- Structured projects
- Topic-related projects
- Open-ended projects
- Extensive use of technology (laptops, smartboards, audio/visual equipment)
- Variations of projects
- Inquiry model

**2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.**

**N/A**

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*2B – Mathematics Instruction*

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

**Please respond to the following questions for Key Finding 2B:**

**2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.**

Presently, math teachers use a variety of teaching modalities, leveled teaching strategies and differentiation based upon a variety of data. Students discuss, solve real-world problems to be able to make connections and apply learned skills, are provided with journal writing prompts to encourage students to write about the math they are learning and exposed to a variety of technology to motivate and engage each student to know and be able to do the curriculum taught in each grade.

**2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.**

Applicable   X Not Applicable

**2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?**

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

It is our determination that this finding is not applicable. Teachers and students are provided professional development in all the technology that has been brought into our school. We have provided our students with exposure to such web-based math programs as Carnegie Learning (a comprehensive math program in basic math and algebra 1), Tabula Digita (a motivational math program that engages students through game play) and Geometer Sketchpad (a geometry-based math program that becomes interactive when used with a Smart Board). Our teachers are provided with appropriate professional development opportunities both in and out of the school building.

**2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.**

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**KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

**In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.**

**Please respond to the following questions for Key Finding 3:**

**3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.**

Meetings of the Administrative Cabinet are held weekly. The issue of teacher turnover is assessed at the end of year meeting and the meeting prior to the beginning of the school year. Any movement of teachers would be discovered and discussed at these meetings.

**3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.**

Applicable  Not Applicable

**3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?**

In the 2007-08 school year, there was only a 5% teacher turnover rate, which included retirements and pregnancy leaves. Even in years when the school report card indicates upwards of 14% teacher turnover rate, this was due to retirement and leaves and not new and transfer teachers.

**3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.**

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**KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

**Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.**

**Please respond to the following questions for Key Finding 4:**

**4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.**

Administrators will assess whether ELL PD opportunities are used through:

- Budgetary requests for PROTRAXX courses
- Budgetary requests for ELL workshops outside of the school
- Teacher requests for ELL strategies
- Empowerment Network ELL Liaison
- Teacher surveys
- Increased use of OIT website

**4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.**

X  **Applicable**    **Not Applicable**

**4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?**

- Limited requests for ELL training
- PD budget examination
- Capacity not commensurate with other team-building initiatives

**4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.**

Members of the Professional Development Team will:

- routinely provide teachers with printouts and course books advertising the availability of professional development opportunities
- post offerings from *Principals' Weekly* in both our Teacher Center and Teacher Cafeteria
- Provide technology workshops to familiarize faculty with Microsoft Outlook so that all faculty can access *Teachers' Weekly* and Protraxx
- Engage in active and ongoing communication with Network ELL specialist
- Create “networking” opportunities among faculty from other Network schools

**KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

**Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs’ academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students’ time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).**

**Please respond to the following questions for Key Finding 5:**

**5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.**

The school has an ELL coordinator (a ESL teacher) whose professional assignment is to analyze and disseminate relevant data to both the administration and teaching faculty. Data are routinely examined by grade Assistant Principals, as well, so that appropriate placement for students can be made. However, the data are not necessarily broken down into subgroups within the ELL population

**5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.**

X  Applicable  Not Applicable

**5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?**

Instructors of ELLs who are not the self-contained ELL teachers do not possess the disaggregated data

**5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.**

Our ELL coordinator will furnish all teachers involved in the instruction of ELLs with data regarding each student's exam history, admission/discharge history, years of service, and language proficiency level.

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**KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

**While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.**

**Please respond to the following questions for Key Finding 6:**

**6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.**

Multiple meetings were held with the administration, special education coordinator, SBST, guidance counselors, and teachers of Special Education students to determine whether all teachers were receiving both information and instructional approaches regarding students with special needs.

**6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.**

Applicable X  Not Applicable

**6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?**

The team implemented the following approach:

- Every teacher of every student with an IEP will receive a copy of the student's plan
- Teams of teachers who instruct that student will meet on a regular basis to share problems, strategies, and information
- Content-area curricula now contains Special Education scaffolding
- All teachers will have access to professional development for Special Education
- Paraprofessionals will be provided with PD, as well
- Programs addressing Special Education (i.e., SpellRead) will have multiple PD workshops and monitoring

**6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.**

**Not applicable**

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**KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

**Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.**

**Please respond to the following questions for Key Finding 7:**

**7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.**

Multiple meetings were held with the administration, special education coordinator, SBST, guidance counselors, and teachers of Special Education to determine whether all teachers were providing students with mandated accommodations and modifications.

**7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.**

Applicable X  Not Applicable

**7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?**

Any Special Education student with a classification of emotionally disturbed or a student requiring a crisis intervention paraprofessional has a behavior intervention plan included in his/her IEP. For SETSS students taking classroom tests: Those requiring accommodations or modifications continued the test with their resource room teacher who implemented the mod/accommodation. Teachers of students in self-contained classrooms prepared tests to extend through multiple periods or multiple days

**7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.**

**Not applicable**

## CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts for Excellence spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Contracts for Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated funds, as per SED requirements.

This survey must be completed by Tuesday July 15 at 6pm.  
Thank you!

Submit date: **Jul 31, 2008**      Email address: [sschaef@schools.nyc.gov](mailto:sschaef@schools.nyc.gov)

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

|   |                          |
|---|--------------------------|
| School DBN  | 22k234                   |
| School Name   | W.A. Cunningham I.S. 234 |
| Total Amount of "Contracts for Excellence" Allocation in Galaxy | \$ 342,410               |
| Principal Name  | Susan Schaeffer          |
| Principal Email   | sschaef@schools.nyc.gov  |
| Principal Phone   | 7186451334               |

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes  
 No

**How much do you plan to allocate for each of the following program strategies?**

Creation of additional classrooms **\$ 161,123**  
 Reducing teacher-student ratio through team teaching strategies **\$ 97,243**

**Does your school plan to allocate FY09 funding to reduce class size via the creation of additional classrooms?**

- Yes
- No

**What grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09?**

**\* If you plan to use C4E funds to target more than one grade, please fill out one row per grade.**

**For example:**

**C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24**  
**C4E Target #2: 8 - Math - Students with Disabilities - 26 - 1 -25**

**\* If you plan to target more than one special population in a single grade, please fill out a separate row for each subgroup.**

**For example:**

**C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24**  
**C4E Target #2: 6 - ELA- Students with Disabilities - 25 - 1 -24**

**\* If you plan to target more than one subject area in a single grade, please fill out a separate row for each subject area.**

**For example:**

**C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24**  
**C4E Target #2: 6 - Math - ELLs - 25 - 1 -24**

|               | Targeted Grade | Targeted Subject      | Targeted Population                    | Average Class Size 2007-08 | # New Classrooms / New Sections | Projected Average Class Size 2008-09 |
|---------------|----------------|-----------------------|--|----------------------------|---------------------------------|--------------------------------------|
| C4E Target #1 | 7              | English Language Arts | Students with Low Academic Achievement | 30.0                       | 2                               | 15                                   |
| C4E Target #2 | 8              | English Language Arts | Students with Low Academic Achievement | 30.0                       | 3                               | 15                                   |
| C4E Target #3 |                |                       |  |                            |                                 |                                      |
| C4E Target #4 |                |                       |  |                            |                                 |                                      |
| C4E Target #5 |                |                       |  |                            |                                 |                                      |

C4E Target #6

Does your school plan to allocate FY09 funding to reduce class size by reducing teacher-student ratios in existing classrooms (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
- No

What grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many existing classrooms will be targeted for school year 2008-09?

\* If you plan to use C4E funds to target more than one grade, please fill out one row per grade.

For example:

C4E Target #1: 6 - ELA - ELLs - 16 - 1 -14  
 C4E Target #2: 8 - Math - Students with Disabilities - 18 - 1 - 17

\* If you plan to target more than one special population in a single grade, please fill out a separate row for each subgroup.

For example:

C4E Target #1: 6 - ELA - ELLs - 16 - 1 -14  
 C4E Target #2: 6 - ELA- Students with Disabilities - 16 - 1 -14

\* If you plan to target more than one subject area in a single grade, please fill out a separate row for each subject area.

For example:

C4E Target #1: 6 - ELA - ELLs - 16 - 1 -14  
 C4E Target #2: 6 - Math - ELLs - 16 - 1 -14

|               | Targeted Grade | Targeted Subject | Targeted Population | Students per Teacher 2007-08 | # Classrooms / Sections Targeted | Projected Students per Teacher 2008-09 |
|---------------|----------------|------------------|---------------------|------------------------------|----------------------------------|--|
| C4E Target #1 | 7              | Math             | Students in Poverty | 30                           | 2                                | 15                                     |
| C4E Target #2 | 8              | Math             | Students in Poverty | 30                           | 1                                | 15                                     |
| C4E Target #3 | 6              | Math             | Students in Poverty | 30                           | 2                                | 15                                     |
| C4E Target #4 |                |                  |                     |                              |                                  |  |
| C4E Target #5 |                |                  |                     |                              |                                  |  |
| C4E Target #6 |                |                  |                     |                              |                                  |  |

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

How much do you plan to allocate for the following program strategies?

Instructional changes **\$ 84,037**

Structural changes (Please note: You must also be implementing Instructional Changes to choose this option)

**Please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented.**

**The addition of a guidance counselor to provide pro-active AIS counseling for incoming sixth graders with histories of non-responsive results to counseling.**

**Please indicate the student population(s) you intend to target via this initiative.**

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

**Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?**

- New implementation

Program Expansion

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

Yes

No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

Yes

No

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**CEP Appendix 8: Contracts for Excellence**