



**PS/IS 49**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 24/Q/049**

**ADDRESS: 63-60 80 STREET, MIDDLE VILLAGE, NY 11379**

**TELEPHONE: 718-326-2111**

**FAX: 718-894-3026**

**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....11**

**SECTION VI: ACTION PLAN.....12**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS/IS 49      **SCHOOL NAME:** Dorothy Bonawit Kole

**SCHOOL ADDRESS:** 63-60 80 Street, Middle Village, NY 11379

**SCHOOL TELEPHONE:** 718-326-2111      **FAX:** 718-894-3026

**SCHOOL CONTACT PERSON:** Anthony Lombardi      **EMAIL ADDRESS:** alombar@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Dina Karivalis

**PRINCIPAL:** Anthony Lombardi

**UFT CHAPTER LEADER:** Marion Osojnak

**PARENTS' ASSOCIATION PRESIDENT:** Debra Tscherne

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 24      **CHILDREN FIRST NETWORK (CFN):** 406

**NETWORK LEADER:** Sandra Litrico

**SUPERINTENDENT:** Madeline Taub-Chan

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
<b>Anthony Lombardi</b>	*Principal or Designee	
Marion Osojnak	*UFT Chapter Chairperson or Designee	
Deborah Tscherne	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Catherine Borgia</b>	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Christina Dukagjini	Teacher	
Linda McFarland	Teacher	
Irene Williams	Teacher	
Dina Karivalis	Teacher	
Carl Chiaramonte	Parent	
J. T. Lydon	Parent	
Eric Robertazzi	Parent	
Lily Scarabino	Parent	
C. J. Stock	Parent	

JoAnn Tabeek	Parent	
Josephine Wong	Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **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.

---

Our mission at PS/IS 49 is to create an environment that fosters lifelong learning for all students. To this end, we offer a liberal arts program supported by technology and the cultural arts.

Our goal is to stimulate, challenge and encourage intellectual and social growth through problem solving and independent thinking.

We will train and educate our students to be receptive and responsive to the complexities of a pluralistic society. Our program provides a dynamic environment with quality teaching and high standards of rigor and accountability.

PS/IS 49 Elementary School was constructed in 1931 in Middle Village, Queens. This middle class community is comprised of predominantly one and two family homes and two housing complexes located adjacent to Woodhaven Boulevard. In 2009, we became a PS/IS school where a new grade will be added over three years. Currently, there are 905 students enrolled in grades K-7 from an ethnically diverse population. We also became a Title I school in 2009.

The organizational structure at PS 49 includes heterogeneously grouped classes which includes 8 integrated co-teaching service classrooms. In 7<sup>th</sup> grade, we have programmed a two year acceleration class that will prepare students for the NYS High School Regents in math and science in the 8<sup>th</sup> grade.

The staff at PS/IS 49 includes 58 teachers, with a significant number of teachers that are state certified in special education, 1 ELL teacher, and 2 Speech Teachers. There are 4 IEP paraprofessionals. Six teachers are assigned as cluster teachers. There are also certified teachers in science, math, art and music to help support the middle school students.

The literacy program was based on the Teachers College/Columbia University model. Each classroom contains an extensive leveled library in order to match books to readers and support the literacy units of study. Allocations have been designated to continually support materials for leveled libraries. This year, we have also partnered with LitLife, a consultant group to review our current program in grades 4-7. Teachers will have ongoing professional development throughout the year. The LitLife partnership will also address the new Common Core Standards which will be adopted over the next several years.

PS/IS 49 is in the process of implementing a constructivist math program that will better align with the new Common Core Standards. In order to prepare teachers, we have partnered with Aussie. There will be 80 days of professional development to help support the implementation of the program. Parents will have the opportunity to attend workshops and discussions to help better understand the goals of the program.

Over the past four years, teachers have been trained by Dr. Paul Longo of Queens College on developing a conceptual approach to the teaching of social studies program. Teachers have also continually used art and music to support the curriculum. In order to improve the study of American History, 4<sup>th</sup> grade classes have been completing both the study of New York State and American History in general to the Civil War. The 5<sup>th</sup> grade curriculum begins by addressing the events leading to the Civil War. Teachers will continue to incorporate authentic documents into the social studies programs in order to prepare the students for the 5<sup>th</sup> grade State Social Studies exam. In 2008, staff development has begun for early childhood teachers. In 2010, Dr. Longo will begin working with the 7<sup>th</sup> grade teachers on developing units of study that will align to the NYS curriculum.

PS/IS 49 has continued to further incorporate the arts to enhance and support curriculum areas. All teachers incorporate music and art into their lessons. Appropriate professional development and discussion with teachers continues to advance implementation of the arts to support curriculum. Each classroom has been equipped with a stereo, an Elmo and video projector. The school has developed an integrated network which provides resources in music, art and videos to support all levels of curriculum. Teachers on all grades will be trained on using VTS (Visual Thinking Strategies). The training will help teachers in overall questioning technique both in art as well as other subject areas.

PS /IS 49 will continue to partner with the New York Philharmonic as well as museums throughout the city. We have also been one of the nine schools in New York City to be a recipient of The Studio in a School Collaborative Grant. This year, we will be piloting a First Grade Artist Initiative Residency as well as partnering with the Asia Society in the third grade. The Shubert Foundation will continue to co-fund a partnership with PS/IS 49 in the third grade. PS/IS 49 has been identified as a school who has done an excellent job in implementing the New York City Blueprints for the Arts.

### **SECTION III – Cont’d**

#### **Part B. School Demographics and Accountability Snapshot (SDAS)**

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

---

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Dorothy Bonawit Kole		
<b>District:</b>	24	<b>DBN #:</b>	24Q049
<b>School BEDS Code:</b>	342400010049		

**DEMOGRAPHICS**

<b>Grades Served in 2009-10:</b>	<input checked="" type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input checked="" type="radio"/> 7
	<input checked="" type="radio"/> 8	<input checked="" type="radio"/> 9	<input checked="" type="radio"/> 10	<input checked="" type="radio"/> 11	<input checked="" type="radio"/> 12	<input checked="" type="radio"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				<b>Students in Temporary Housing: Total Number</b>					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				<b>Recent Immigrants: Total Number</b>					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				<b>Special Education Enrollment:</b>					
Total				(As of October 31)	2007-08	2008-09	2009-10		
				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
				(As of June 30)	2007-08	2008-09	2009-10		
				Principal Suspensions					
				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>					

DEMOGRAPHICS									
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants					
# in Trans. Bilingual Classes				Early College HS Participants					
# in Dual Lang. Programs									
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>					
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10		
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers					
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals					
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals					
				<b>Teacher Qualifications:</b>					
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school					
American Indian or Alaska Native				Percent more than two years teaching in this school					
Black or African American				Percent more than five years teaching anywhere					
Hispanic or Latino									
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher					
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)					
Multi-racial									
<b>Male</b>									
<b>Female</b>									

2009-10 TITLE I STATUS				
● Title I Schoolwide Program (SWP)		● Title I Targeted Assistance		● Non-Title I
Years the School Received Title I Part A Funding:	● 2006-07	● 2007-08	● 2008-09	● 2009-10

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

**SURR School: Yes  No**  If yes, area(s) of SURR identification:

**Designated as a Persistently Lowest-Achieving (PLA) School: Yes  No**

**Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):**

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

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

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>Student groups making AYP in each subject</b>											
<b>Key: AYP Status</b>											
√	Made AYP			X	Did Not Make AYP		X*	Did Not Make AYP Due to Participation Rate Only			
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target			-	Insufficient Number of Students to Determine AYP Status						
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a></p>											

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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

---

### Mathematics Data

Math 2010 NYS Assessment		Level 1	Level 2	Level 3	Level 4	Mean Score
Grade 3	113 students	2.7	26.5	38.1	32.7	703
Grade 4	88 students	4.5	17	43.2	35.2	695
Grade 5	98 students	1	14.3	44.9	39.8	700
Grade 6	101 students	3	15.8	41.6	39.6	690

There is a higher percentage of level 2 students in grade 3 than in grades 4, 5 and 6. Through additional support and intervention, we hope to decrease the number of level 2 in this year's 4<sup>th</sup> grade assessment.

42% of our students scored level 3. 37% of our students scored level 4. 78.2% of our students scored levels 3 and 4. We hope to increase these levels by 3-5% in the students' current testing grade (2011).

This increase in student performance should raise the grade of C on NYC Department of Education Progress Report 2010 to a B or better.

## Literacy Data

### ELA 2010

Grade	Students	Level 1	Level 2	Level 3	Level 4	Mean Score
3	111	5.4	27	48.6	18.9	672
4	87	3.4	25.3	62.1	9.2	680
5	96	2.1	20.8	54.2	22.9	687
6	97	7.2	22.7	66	4.1	667

There is a higher percentage of level 2 students in grade 3 than in grades 4, 5 and 6. Through additional support and intervention, we hope to decrease the number of level 2 in this year's ELA assessment in all grades.

58% of our students scored level 3. 13.8% of our students scored level 4. As a means of achieving a higher performance rate, the school will need to decrease the number of students in level 2 across all grades. We hope to increase these levels by 3-5% in the students' current testing grade (2011).

This increase in student performance should raise the grade of C on NYC Department of Education Progress Report 2010 to a B or better.

## Writing

The 4<sup>th</sup> grade ELA writing assessment indicates a need to focus on students' ability to respond in writing to all literature genres. Students need more opportunities to write on demand to prompts. Teachers on all grade levels have indicated a need to increase students' ability to write a thesis statement with supporting evidence. Students' writing portfolios indicate a need to expand the types of writing to include more responses to prompts.

## Quality Review

We received a well developed on our last Quality Review which was conducted in September 2007. To address the recommendations, we are currently working on strategies to address the needs of higher level students. We have implemented an architectural program, art and music history and accelerated classes in science and math. We have also employed an extended school day for students in grades 6 and 7. We also have provided professional development to our teachers in the use of data systems including ARIS. Teachers track student progress and use data to differentiate instruction. Principal meets regularly with staff to review and monitor student data. We continue to develop consistent

parent outreach that informs the parents about curriculum, school organization and events. Parent Coordinator emails parents all school notices, meetings and announcements. Our 2009-10 LES indicates that parents are pleased with the present school system outreach.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

---

### **Goal 1**

To improve student performance in Math as indicated in the NYS Math assessment.

### **Goal 2**

To increase student performance in literacy.

### **Goal 3**

To increase student performance in writing in 3<sup>rd</sup> grade.

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support

accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Math

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student performance in Math as indicated in the NYS Math assessment.</p> <p><b>A. To increase the percentage of students achieving a level 3 and 4 by 3-5%. Currently the students are performing at the 78 percentile in math, in levels 3 and 4.</b></p> <p><b>B. To increase the schools’ peer horizon status from 8.8% to 12%. Currently, the schools in our peer group range from 76.1% to 100% in the peer horizon.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> <li>• Develop and implement a constructivist math program which will focus on problem solving and critical thinking skills through cooperative grouping.</li> <li>• Increase math instruction in the 5<sup>th</sup> and 7<sup>th</sup> grade to 6 periods a week.</li> <li>• Hire a consultant from Aussie who will work with the teachers 2 days a week to support new classroom practice.</li> <li>• One teacher with training in constructivist math in the early childhood grades will be assigned to work with K-2 teachers 3 periods per week.</li> <li>• Implement a new math series TERC in grades K-5 and Mathematics in Context in grades 6-7 that will be in place for September.</li> <li>• The ESL teacher and special education teachers will also be involved in training to support all sub-groups (level 1 and 2 students).</li> <li>• An accelerated class based on student performance and data will be scheduled in grades 6 &amp; 7. In order to introduce the parents to the new math series, the consultant will speak during a PTA meeting dedicated to introducing the program.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>There will be 2 math licensed teachers and an additional Common Branch teacher assigned to the teaching of math in grades 4 to 7. Several teachers will be attending Math in the City workshops during the summer to prepare themselves as well as support colleagues during the year. A new math series was purchased aligned to the objectives for a constructivist math program. A consultant was hired from Aussie for 80 days of in-house service.</p>

**Indicators of Interim Progress and/or Accomplishment**

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

- **Formal and informal assessments including NYS math test, unit test and teacher made tests and quizzes**
- **Teachers observation of cooperative group work**
- **ECAM will be administered in grades K-3 to determine student ability**
- **Checklist of student strengths and weaknesses**
- **Observation and ongoing training of math instruction**

Subject/Area (where relevant): Literacy

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student performance in literacy.</p> <p>To increase the percentage of students achieving a level 3 and 4 by 3-5%. Currently, students are performing at 70.5%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Hire a literacy consultant from LitLife to support grades 4 -7 in literacy instruction focusing on guided reading, book clubs and conferencing.</li> <li>• Ongoing review of Common Core Standards to integrate into literacy block.</li> <li>• Use of Istation to determine students at risk and providing appropriate mediation.</li> <li>• Provide extended day and Saturday classes for at risk student.</li> <li>• Use Acquity results to inform and differentiate instruction.</li> <li>• Plan mini lesson focusing on targeting skills and strategies.</li> <li>• Provide teachers with common planning time to plan and coordinate literacy units.</li> <li>• Assign a professional development period weekly.</li> <li>• Assign Literacy Coach to model lessons and support teachers in literacy instruction.</li> <li>• Increase the length of the instructional day for 7<sup>th</sup> grade students in order to improve literacy skills. The students in the middle school grades will be mandated to attend an additional 55 minute period of instruction on a daily basis thus increasing the length of the school day by approximately 5 hours per week. Students have generally shown a decrease in reading when entering middle school.</li> <li>• Allocate resources for leveled libraries and purchase additional content level material.</li> <li>• Implement Istation, technology based program that assess students in all reading skills, in grades K-7</li> <li>• Administer Teachers College running records three times a year</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Budget has been set aside to support all consultants as well as per session allocation for those teachers who decide they would like to participate in teaching 0 period.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>○ <b>Formal and informal assessments including NYS ELA test, unit test and teacher made tests and quizzes</b></li> <li>○ <b>Teachers observation of cooperative group work</b></li> <li>○ <b>ECLAS will be administered in grades K-3 to determine student ability</b></li> <li>○ <b>Checklist of student strengths and weaknesses</b></li> <li>○ <b>Observation and ongoing training of literacy instruction</b></li> <li>○ <b>Observation and review of data from Istation</b></li> <li>○ <b>Teacher conference notes</b></li> <li>○ <b>Increase in reading levels based on TC running records</b></li> <li>○ <b>Observations of students engaged in accountable talk discussions during book clubs</b></li> <li>○ <b>Observations of teachers implementing effective lessons during guided reading</b></li> </ul>

**Subject/Area (where relevant):** Writing

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student performance in writing in 3<sup>rd</sup> grade.</p> <p>To increase the percentage of students achieving a level 3 and 4 by 3-5%. Currently, students are performing at 70.5%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will utilize school website that will allow students to blog and response to writing prompts.</li> <li>• Students will write responses to various genres including lyrics, poetry, current events and idioms</li> <li>• Students will maintain response journals in art, social studies and literacy</li> <li>• Students will write responses during read aloud, shared reading and independent reading</li> <li>• 3<sup>rd</sup> grade inquiry teacher teams will develop rubrics aligned to units of study in order to grade student writing and assess next steps</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Teachers will be scheduled to two professional periods beyond their contractual five periods to support this initiative. The periods will be designated to work on writing strategies as well as develop prompts for student blogging on school website.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Student writing portfolios</li> <li>• Student writing journals</li> <li>• Monitor student grades which are based on a 1-4 leveling system to align with State assessments</li> </ul> <p>NYS ELA 2010-11 ELA assessments (writing component)</p>



## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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



**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	48	48	N/A	N/A		0	0	0
1	48	48	N/A	N/A	4	0	0	0
2	32	32	N/A	N/A	5	0	0	0
3	32	32	N/A	N/A	5	0	0	0
4	32	32			3	0	0	0
5	24	24			4	0	0	0
6	32	32			3	0	0	0
7	24	24			3	0	0	0
8								
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)	<b>Description:</b> Provide a brief description of <b>each</b> 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: Tutoring, Learning Leaders</b>	<b>Small group instruction has been scheduled through 37.5minutes as well as parent learning leaders. There will also be test prep work in grades 3, 4 and 5 to support both at risk students and those students who are meeting grade standards. Saturday classes have been scheduled or at risk students in grades 3-7.</b>
<b>Mathematics: Learning Leaders and 37.5 minutes</b>	<b>Small group instruction has been scheduled through 37.5 minutes as well as with a core of Learning Leaders. Services are provided daily for word work programs and learning Leaders several times a week. There is also before school test preparation programs as well as Saturday programs for grades 3-6.</b>
<b>Science:</b>	<b>Teachers have several units of study that are designated as non-fiction units of study in science. Teachers will extend work into the 37.5 minutes for small group instruction for those students that are having difficulty in reading and writing with respect to non-fiction materials.</b>
<b>Social Studies:</b>	<b>As part of our early morning program, an additional period of social studies coordinated with the objectives of professional development has been scheduled once a week from 7:50 to 8:40 am. Although the period has been designated to publish a monthly newspaper, it will also allow students the time to better understand and utilize the concepts they are learning during the day.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>As the students whose names are forwarded from the teacher, we will provide counseling support to the SBST.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>As the students whose names are forwarded to the principal, we will provide counseling support to those at risk. The psychologist and social worker also speak to parents upon request or at the direction of the principal.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>At risk counseling with the social worker will be addressed as issues arise from teacher recommendations and parent request.</b>

**At-risk Health-related Services:**

**There are three students who receive services from a health para throughout the week.**

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

*NCLB/SED requirement for all schools*

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

---

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

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

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

**Section I. Student and School Information**

Grade Level(s) K-7 \_\_\_\_\_ Number of Students to be Served: 37 LEP \_\_\_\_\_ Non-LEP

Number of Teachers 1 Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

---

Monolingual services with Pull Out ESL program. Beginners, intermediate students are pulled 4 times weekly (8 periods a week) and advanced students are pulled 4 periods a week. A period lasts 45-50 minutes. There are 37 students to be served in grades K-7. English is the language of instruction. Students are taught English through content (reading and writing). Most beginners are also enrolled in Extended Day program (37.5 minutes – Monday to Thursday) during which they receive ESL services too. Most of the ESL students are also enrolled in a Saturday program.

**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.

---

All teachers in the school are assigned to the same professional development. Therefore, the ELL teacher is completely aligned to all programs that are taking place in the classroom. The ELL teacher is also scheduled to attend any professional development sessions that are scheduled within the network in order to enhance second language acquisition strategies.

**Section III. Title III Budget**

School: PS/IS 49                      BEDS Code: 342400010049

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	4,872	<b>116 hours X \$42 per session rate to support ELL students for Saturday classes</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.		<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	5,528	<b>Books on Tape, high interest books for low level students</b>
<b>Educational Software (Object Code 199)</b>		<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>

<b>Travel</b>		
<b>Other</b>	4,600	Projectors and stereos including installation
<b>TOTAL</b>	15,000	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

---

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The parent coordinator has organized a list of parents who may need written translations. Letters have been sent home in different languages based on the results of the survey. Wherever possible, we have also utilized teachers who speak other languages to assist in providing clarification with regards to their child's program. Currently, there are teachers on site who speak Polish, Spanish, Italian, Arabic and French.

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.

There is a need for translations of certain materials. Usually, the letters that are administrative in nature need the least attention. The areas of most concern have been personal contact between parent and teacher regarding the educational program and individual student need. The issue of further developing meaningful translation policies has been an ongoing discussion between the Executive Board of the PTA and parent coordinator.

#### **Part B: Strategies and Activities**

---

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

The parent coordinator and the PTA will continue to develop strategies for meaningful translations of important information disseminated from the school. We will attempt to take a more proactive role in providing translations in a timely manner to all those in need of these services. We will continue to use in hours personnel to provide translation services, however, if the need arises, based upon parent request and our own internal assessment, we may contact outside agencies.

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.

We will continue to provide oral translations using in-house school personnel and utilize the services of the translation unit from the Department of Education.

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>.

Within the first 20 days of the school year, a notice in the appropriate home language will be sent home notifying parents of their rights regarding translation and interpretation services. This notice will highlight the instructions on how to obtain such services and who to contact in our school building to facilitate the process. In the main lobby, a notice will be posted in covered languages indicating that a copy of written notification can be found in the Parent Coordinator's office in Room 150.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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

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

### **Section I: Schoolwide Program (SWP) Required Components**

**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.
  
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:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o 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.

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as 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.
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.
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.
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.

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

### ***Explanation/Background:***

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program <i>(☑)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <i>(☑)</i> in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check <i>(☑)</i>	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Tax Levy	Local						
----------	-------	--	--	--	--	--	--

**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 IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

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

---

School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR 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 SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

---

### **Part A: FOR TITLE I SCHOOLS**

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

### **Part B: FOR NON-TITLE I SCHOOLS**

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

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 049 Dorothy Bonawit Kole					
<b>District:</b>	24	<b>DBN:</b>	24Q049	<b>School</b>		342400010049

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.0	95.1	95.3
Kindergarten	98	117	134				
Grade 1	93	98	125	<b>Student Stability - % of Enrollment:</b>			
Grade 2	95	96	117	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	72	118	106		90.6	93.5	94.7
Grade 4	83	86	119				
Grade 5	79	95	96	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	97	107	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	100		37.3	43.0	38.7
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	9	6
Grade 12	0	0	0				
Ungraded	1	1	0	<b>Recent Immigrants - Total Number:</b>			
Total	521	708	904	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					8	16	7

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	10	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	38	67	79	Superintendent Suspensions	0	0	0
Number all others	23	26	42				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	35	38	43
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	6	4
# receiving ESL services only	26	36	TBD				
# ELLs with IEPs	2	18	TBD	Number of Educational Paraprofessionals	2	1	4

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	1	% fully licensed & permanently assigned to this school	100.0	97.4	100.0
				% more than 2 years teaching in this school	77.1	76.3	76.7
				% more than 5 years teaching anywhere	48.6	47.4	46.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	84.0	88.4
American Indian or Alaska Native	0.2	0.0	0.0	% core classes taught by "highly qualified" teachers	94.1	98.2	100.0
Black or African American	1.3	1.6	1.5				
Hispanic or Latino	28.8	28.7	29.9				
Asian or Native Hawaiian/Other Pacific	14.4	15.8	14.7				
White	53.2	52.4	53.9				
<b>Male</b>	54.9	55.5	54.2				
<b>Female</b>	45.1	44.5	45.8				

#### 2009-10 TITLE I STATUS

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

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

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v					
Multiracial	-	-					
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	40.2	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	5.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	25.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

PS/IS 49 QUEENS  
THE DOROTHY BONAWIT KOLE SCHOOL  
63-60 80<sup>th</sup> Street  
Middle Village, New York 11379  
(718) 326-2111  
FAX (718) 894-3026

Anthony Lombardi  
Principal

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

### **I. General Expectations**

PS/IS 49 Queens agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

Monthly PTA Meetings, Parent Coordinator Meetings include:

- workshops as per parental findings of survey
- workshops as per parental SLT consultation
- workshops on present school issues
- HIV Workshops- Grade 6-8- run by Certified HIV Counselor
- Use of internet technology: safety
- Literacy Workshops- facilitated by the Literacy Consultant
- Mathematics Workshop- facilitated by the Mathematics Coach
- Assisting your child to pass the NYS exams

The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

- PTA votes for a Title 1 Rep during the first general meeting.
- PTA and Title 1 Rep will provide receipts for materials purchased only with approval of PTA at general meeting.
  - Individual teachers initiate a school-parent compact. Parent Coordinator supplements this compact by distributing The Discipline Code and copies of pertinent NYCDOE policies.

The school will incorporate this parental involvement policy into its school improvement plan.

- Information will be accumulated by using: the present Comprehensive Plan, School Quality Review feedback, School Leadership Team's

minutes, PTA meetings' minutes, Parent Coordinator Meetings' minutes, classroom teacher meetings' minutes, information from networking sessions of parents with school staff and other parents and mandated Title I and NYC DOE policies which have been reviewed. The information was reviewed and placed in the school improvement plan.

The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports upon request, and to the extent practicable in a language understood by all:

- Providing parent questionnaires, conducting interviews in different languages and using different modalities
- The Parent Coordinator and the PTA will provide opportunities for *all* parents to network, collaborate and present their findings
- The Parent Coordinator and other school staff will translate *all* school flyers, letters and brochures to meet the needs of *all* parents. Parents will be referred to sites such as the New York Public Library to receive free English classes for speakers of other languages. (LEP)
- Parents who cannot read are encouraged to use programs such as "Learn to Read." This will enable them to evaluate their literacy level and increase their level of literacy. Parents will utilize brochures such as "Opening the Door to Learning-Literacy Is a Family Affair." Parent presentations will involve the use of Power Point with voice over to benefit visual and bilingual learners. (Limited Literacy) Parents will be encouraged to attend free programs at locations such as the Mercy Center to receive instruction in E.S.L., obtain a G.E.D., and attend Adult Basic Education and Citizenship classes.
- Parent coordinator will coordinate travel arrangements for those who are physically challenged / disabled. Support will be encouraged from family members or friends to accompany them.

The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement are spent.

- The PTA and the Parent Coordinator consult with parents at General Meetings as to the appropriation of the 1 % of Title I Part A funds reserved for parental involvement. The Title I representative, nominated and voted by parents, has the responsibility to inform parents and to oversee parental confirmation of how funds will be spent. The Title I representative and PTA confer with the Region as dictated by DOE Title I.

The school will be governed by the following statutory definition of parental involvement and will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities including ensuring that parents play an integral role in assisting their child's learning by:

- Attending Class Meetings early in the year to learn about classroom curriculum and school policies

- Attending Open School Nights in the Fall and Spring terms to become aware of child's progress and needs
- Checking nightly and long range homework assignments
- Meetings with the Parent Coordinator
- Attending PTA Meetings to network with other parents and teachers
- Requesting a parent / teacher home contact card to assess child's daily behavior, class work, homework, etc.

Parents are encouraged to be actively involved in their child's education at school by:

- Monitoring their child's nightly and long range homework
- Asking their children about classroom tests and daily work
- Reviewing children's report cards with them
- Accessing on-line interim assessments and suggestions for remediation
- Attending class assemblies/author parties, etc. to celebrate children's successes
- Accessing the school's web site to share activities and work done by students

Parents are full partners in their child's education and are included as appropriate in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities by:

- Attending class meetings and grade appropriate workshops to increase awareness of curriculum, standards, etc.
- Completing surveys to assess needs of all groups or individual students and to address these needs with the Parent Coordinator and others who are responsible.
- Becoming a member of the School Leadership Team, Learning Leaders, and the PTA in order to keep abreast of school policies, curriculum, testing etc.

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

Through the use of technology information is accessed and disseminated.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

PS/IS 49 Queens will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

Scheduling day and evening PTA meetings to accommodate working parents.

Scheduling workshops to acquaint parents with Literacy/Mathematics/ELL curriculum, standards, assessments.

Encourage parents to join the School Leadership Team, the PTA, and become trained Learning Leaders.

Encourage parental involvement by becoming a school volunteer.

PS/IS 49 Queens will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Hold meetings to present the school report card. Address questions to provide a thorough understanding of the growth and the needs of the students.
- Issue bulletins for parents to make them aware of the activities of the School Leadership Team and new initiatives from the Department of Education and the school.

PS/IS 49 Queens will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Coordination of Community Based Organizations (CBO) to present effective parental involvement activities to improve student academic achievement and school performance
- Provide internet classes to teach appropriate use of the web to help their children
- The Parent Coordinator will facilitate two meetings a year to inform parents of Part 154 options and make multiple phone calls to confirm their child's placement.

PS/IS 49 Queens will coordinate and integrate Title I parental involvement strategies such as:

- Scheduling a meeting with the Parent Coordinator early in the school year for parents of new students.
- Reviewing with parents of new students the school policy and parent involvement opportunities i.e. PTA, School Leadership team
- Reviewing grade appropriate curriculum, and placement of English Language Learners in appropriate programs
- Distributing parent booklets: Helping Your Child Move on to Middle School ( English & Spanish), What's up with Middle School?

PS/IS 49 Queens will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

- Distributing parent questionnaires
- Conducting parent interviews
- Providing all flyers, letters, brochures in both English and Spanish (LEP)
- Utilize different modalities of learning and presentations for parents who need to increase their literacy. Utilize technology presentations such as with Power Point which uses graphics and voice over in the native language (Limited Literacy)
- Coordinate travel arrangements for those who are physically challenged/disabled
- Encourage participation of family members and friends to accompany parents in need (disabled, limited literacy, LEP)

PS/IS 49 Queens will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a

partnership with parents and the community to improve student academic achievement, through the following activities:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following by undertaking these actions:

- i. the State's academic content standards- The Parent Coordinator articulates with the administration and teachers. She reviews the content standards and presents information at workshops and on an individual basis.
- ii. the State student academic achievement standards- The Parent Coordinator models the use of technology to find out individual assessment data about the students in the school. She reviews students' report cards with parents and sets up additional Parent Teacher conferences with the coordinator, parent and teacher. She also contacts parents who have not picked up their child's report card and makes appointments with them to come to school to become aware of their child's academic achievement levels.
- iii. the State and local academic assessments including alternative assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators- The Parent Coordinator schedules workshops facilitated by teachers to help parents better understand how they can help their child at home to meet the standards. She encourages parents to monitor their child's daily progress by speaking with children about their school day, and by looking at their notebooks and homework. She uses technology to show parents how to access websites to know their child's strengths and weaknesses and to find necessary remediation activities. She also familiarizes parents with the school's website and shares information displayed on the site with parents.

b. The school will provide materials and training to help parents work with children to improve their children's academic achievement, such as

Literacy training and using technology, as appropriate, to foster parental involvement

by:

- Scheduling workshops using technology to motivate and foster parents' interests
- Model using the internet to assist their child with daily homework and long range homework assignments
- Model using technology to access their child's assessment data and to find out strategies and assignments to help their child to meet the standards
- Provide ELL instruction using N.Y.C. Department of Education Office of English Language Learners' materials and kit
- Distribute and familiarize parents with the No Child Left Behind Act of 2001 by distributing the Title III Language Instruction for Limited English Proficient and Immigrant students' booklets.
- Schedule workshops to discuss the NCLB legislation and its impact on *all* children's achievement level
- Establish a lending library and guide parents how to use these books to support strategies and skills to help students to meet the standards
- Make parents aware of opportunities for them (such as The Mercy Center, The N.Y. Public Library, Sobro, Aspira) to further their educations / receive GED to better help their students. Arrange for speakers to facilitate workshops from these institutions.

- c. The school will educate its staff on how to implement and coordinate parent programs and build ties between parents and schools by:
- Scheduling PTA meetings for parents, teachers and auxiliary staff to network
  - Encouraging parents to join the School Leadership Team and work hand in hand with teachers and other staff members to make educational decisions.
  - Facilitating at professional development sessions by the Parent Coordinator to present to the entire staff about the importance of building a strong relationship with parents as partners in their child's education.
  - Using an interdisciplinary approach as the Parent Coordinator articulates with the attendance teacher, pupil accounting secretary, and custodial staff.
  - Inviting parents to be readers in their child's classroom and attend author celebrations, honors events, trips, and assemblies.
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, are sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Parent Coordinator distributes calendars, letters and bulletins to parents well in advance of scheduled workshops or events
  - Parent Coordinator makes sure that all letters, bulletins, calendars are bilingual
  - Parent Coordinator makes sure that all flyers, letters, etc. are easy to read and understand .

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs

#### **1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**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 on the NYCDOE website.

### **Required School-Parent Compact Provisions**

#### School Responsibilities

PS/IS 49 Queens 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 academic achievement standards by:

- Familiarizing students/teachers/parents with content and academic achievement standards.
- Researching the best practices for instruction in all subject areas.
- Establish a committee of teachers/administrators/parents to review curriculum and available materials to support high level instruction and to enable students to meet the State standards.
- Provide consultants to facilitate professional development workshops/training to model best strategies and skills to help students to meet academic achievement standards.
- Budgeting of funds to support a high level environment for learning.
- Building on strengths and weaknesses of students by using results from formal and informal assessments.
- Recruiting of qualified teachers at job fairs and by careful screening and interviewing of candidates.
- Providing workshops for parents to review curriculum, and professional qualifications and credentials of their child's teacher.
- Create a supportive learning environment for language acquisition by English Language Learners.

Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement:

- Parent teacher conferences are held in the Fall and Spring terms.
- Parent teacher conferences are scheduled during the afternoon and evening to accommodate *all* parents.
- Parents review individual report cards and portfolios noting children's progress, strengths and weaknesses and learn how to support their child to meet achievement level.
- Informal Parent /Teacher to distribute interim report cards.
- Parents discuss this compact at Parent teacher conferences, individual class meetings and upon parental request.

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Report cards are distributed to parents at Parent teacher conferences in the Fall and Spring term.
- Teacher created weekly reports- distributed to inform parent of child's class work, homework, behavior, etc.
- Home-Contact cards-issued by the school to inform parents of weekly progress in areas of weakness (academic, behavioral).

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- The Parent Coordinator initially meets with the parent and determines the parent's need or concern.
- The Parent Coordinator sets up a meeting with the parent and the teacher at a convenient time for both.
- The teacher and the parent can articulate during the teacher's lunch time, on his/her preparation period or before or after school hours.
- Meetings are often held in the Parent Coordinator's office.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

- The Parent Coordinator encourages parents to become school volunteers at a Parent Coordinator's meeting early in the school year.
- Flyers (bilingual) are sent home with students at the beginning of the school year to encourage parent participation
- Parents receive training from an approved Community Based Organization for parent volunteers such as Learning Leaders.
- Parents receive training from the Parent Coordinator as to the policies of the school and the policies of the Department of Education.
- The Parent Coordinator provides time sheets for the volunteers.
- The Parent Coordinator introduces the parent volunteers to the staff and their responsibilities.
- Classroom teachers communicate with parents to encourage them to accompany the class on trips, attend celebrations, grade assemblies, and assist with small group activities.
- The Parent Coordinator can arrange visitation to a child's classroom to observe classroom activities, classroom environment and to assess student's progress.

Involve parents in the planning, review, and improvement of the school's parental involvement policy in an organized, ongoing, and timely way by:

- The Parent Coordinator coordinates monthly PTA meetings, School Leadership Team meetings and Parent Coordinator meetings/workshops to plan, review and update the parental involvement policy
- New concerns are addressed i.e. cell phone policy, school attire/uniforms, HIV instruction for parents/students.

Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

- Parents on the School Leadership Team review the Comprehensive Education Plan (CEP).
- Parents meet with the Parent Coordinator at workshops where individual copies of the CEP are distributed to discuss school needs, school programs, and curriculum by grade, achievement data, etc.
- Parent Coordinator establishes an “open door” policy with parents and is available to discuss the school wide program with them.

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.

- Annual PTA meetings are held to fully explain the Title I programs, requirements, etc.
- The PTA has an internal meeting to discuss Title I programs
- PTA Executive Board schedules a general PTA Meeting to share information and to elect a PTA Rep. as mandated. The General PTA meetings are scheduled in the morning and evening to accommodate *all* parents.
- The PTA and the Parent Coordinator provide calendars / flyers / reminders (school wide and bilingual) to give appropriate advance notice of meetings.

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:

- Parents are provided with information that is easy to read, and in appropriate language.
- Graphics are used to convey meaning
- Upon request, parents can arrange one to one meetings with the Parent Coordinator to clarify information
- The Parent Coordinator uses email, and phone calls to disseminate information.
- The Parent Coordinator issues bulletins (bilingual) to summarize activities at past meetings and includes topics for upcoming meetings

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:

- Class meetings are held by individual teachers early in the school year to provide information about the curriculum, assessments and expected proficiency levels.
- Workshops are facilitated by teachers / consultants / Parent Coordinator to inform parents of curriculum, forms of assessments and expected academic achievement levels.
- The Parent Coordinator utilizes technology such as Power Point to model how parents can interpret interim achievement reports and other data and to find methods to support their child’s academic progress.
- Grade supervisors, the Literacy and Math coaches co-facilitate workshops so that parents can better understand assessment levels and expectations for *all* students.

On the 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:

- The Parent Coordinator facilitates monthly meetings and asks for suggested topics / times / places for future meetings to meet the needs and concerns of *all* parents.

Provides each parent an individual student report about the performance of his/her child on the State assessment in math, language arts and reading.

- The Parent Coordinator uses the individual student's report card and interim reports generated from the computer to provide information about the student's performance on State assessments.
- The Parent Coordinator assists parents in understanding the level that the child is attaining on NYS assessments.

Provide each parent timely notice when his/her child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

- The administration strives to hire the most qualified teachers and substitute teachers to provide a rigorous learning environment
- We are aware that section 200.56 of the Title I provisions state that parents must receive timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified and will adhere to that policy.

### Parent Responsibilities

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

Monitoring attendance

Keeping accurate records of absences at home, calling the school's attendance coordinator if they are called by the automated attendance system about a child's absence, advising the school of absences.

Making sure that homework is completed.

- Asking children nightly about their nightly or long range assignments, contacting the school if homework assignments are questionable, requesting a school issued home contact card to be brought home nightly noting any homework concerns.

Monitoring amount of television their children watch.

- Limiting amount of television to educational programs, limiting amount of nightly use of the internet, speaking with the Parent Coordinator to become aware of parental controls available for internet use.

Volunteering in my child's classroom

- Parents are encouraged by the Parent Coordinator to share their skills and expertise with their child's class, accompany their child's class on field trips, and to assist the teacher with class celebrations i.e. multi-cultural celebrations, author sharing.

Participating, as appropriate, in decisions relating to my children's education

- Parents are encouraged to attend meetings to learn about opportunities for English language Learners being assigned to a Bilingual class or receiving ESL instruction. Parents attend meetings facilitated by guest speakers to learn about specialized programs.

Promoting positive use of my child's extracurricular time:

- The Parent Coordinator can assist parents with enrolling students in vacation camps, after school programs, and provide them with a NYC Guide for Parents. The Parent Coordinator can also familiarize parents with programs available through the N.Y .Public Library and the Fresh Air Fund. The Parent Coordinator has established a lending library of books and tapes so parents can additional guidance to their children.

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:

- The Parent Coordinator encourages parents to review the monthly newsletter & calendar (bilingual) to note upcoming events at the school and to visit the school's website to become familiar with the school's policies.

Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups:

- The Parent Coordinator encourages parents to become members of the PTA, School Leadership Team, and to attend meetings of the Community Education Council (CEC) in order to become involved in school policies and opportunities.

**SIGNATURES:**

\_\_\_\_\_  
**ANTHONY LOMBARDI**  
SCHOOL PRINCIPAL

\_\_\_\_\_  
**PARENT –D. TSCHERNE- PTA PRES.**

**PARENT –**  
**DAISY RENTAS**

**PARENT**

**ALICIA VAICHUNAS**

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN406</b>	District <b>24</b>	School Number <b>49</b>	School Name <b>Dorothy Bonawit</b>
Principal <b>Anthony Lombardi</b>		Assistant Principal <b>N/A</b>	
Coach <b>Mary Shannon</b>		Coach	
Teacher/Subject Area		Guidance Counselor <b>Laura Boyd</b>	
Teacher/Subject Area <b>Magdalena Kubiak ESL Teacher</b>		Parent <b>type here</b>	
Teacher/Subject Area		Parent Coordinator <b>Donna Jean Murphy</b>	
Related Service Provider <b>Erica Levine-Irigoyen</b>		Other <b>Nancy Gluck Psychologist</b>	
Network Leader <b>Sandra Litrico</b>		Other <b>Deborah Avellaneda Social Work</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>907</b>	Total Number of ELLs	<b>44</b>	ELLs as Share of Total Student Population (%)	<b>4.85%</b>
------------------------------------	------------	----------------------	-----------	-----------------------------------------------	--------------

## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual

- Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
  4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
  5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

ELL Identification Process:

1. Initial Assessment

Pedagogues trained in the intake process assist and administer the HLIS (ESL Teacher). Oral interview in the native language with a parent and a student is conducted. The translation unit is contacted for assistance with translation when necessary. ESL Teacher assesses the HLIS and determines the home language of the child.

ESL Teacher administers the LAB-R and hand scores it to determine entitlement status of each student. The scores are then submitted to the Borough Assessment Office. Spanish LAB-R is administered to eligible ELLs whose home language has been determined to be Spanish. The school then sends invitation to Parents regarding Parent Orientation Meeting. In order to ensure that all students take NYSESLAT all the necessary reports are printed and reviewed: RLER, (NYSESLAT and LAB-R reports: all students entitled to take NYSESLAT and all students eligible for LAB-R).

2. The following are the structures that are in place at our school to ensure that parents understand all three programs: School sends an invitation in home language. Agenda and sign in sheet are provided during Parent Orientation Session which is conducted by ESL Teacher and they are kept on file. ESL Teacher shows the video and/or sends it home with the parents and gives out the pamphlets in the native language about the programs. ESL Teacher talks about the current research results which show that the dual language programs are most beneficial, then transitional bilingual program and the ESL. The ESL Teacher gives out Parent Survey Forms to the parents. The ESL Teacher reviews what programs were requested by the parents and provides information about availability of any given program in the school. The School keeps information about the numbers of parents requesting bilingual programs and this process is monitored. Should the school have 15 students speaking the same home language in two contiguous grades the school will offer the option of biligual program to the parents.

3. The school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned. ( If a form is not returned, the default program for ELLS is Transitional Bilingual Education)

ESL teacher follows up by contacting the parents during dismissal time, asking the classroom teacher to send the parents to the ESL teacher during Parent Teacher Conferences and sending the form home in the home language and conducting the interview with a parent over the phone.

4. The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs:

If a student is determined to be an ELL parents may opt for one of the three educational programs: Transitional Bilingual Education, Dual Language Program, or Freestanding ESL Program. Should the school not have the warranted number of students needed to start a bilingual program, the school will inform the parents and provide the parents with options available in the school. Should the school reach the threshold of the the warranted number of students, the school will inform the parent about that option, too.

5. After reviewing the Parent Survey and Program Selection forms the following is the trend in program choices that parents have requested:

We reviewed the Parent Surveys and Program Selection forms and for the past three years the parents have requested Freestanding ESL for their children. The program model offered at our school is aligned with parents' requests. Parents' requests are monitored by the school

and should the trend change in the future, the school will inform the parents about that change and about new options available for them.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	29
SIFE		ELLs receiving service 4-6 years	4
		Special Education	11
		Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	32		3	11		7	1		1	44
<b>Total</b>	<b>32</b>	<b>0</b>	<b>3</b>	<b>11</b>	<b>0</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>44</b>

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	3	4	2		3	5	3						21
Chinese	2	5		1	1									9
Russian				1	2		1							4
Bengali				2										2
Urdu														0
Arabic	2													2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	3				1	1							6
<b>TOTAL</b>	6	11	4	6	3	4	7	3	0	0	0	0	0	44

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

PS/IS 49 has an ESL pull out program. Freestanding English as a Second Language (ESL) program in our school provides instruction in English with native language support, emphasizing English language acquisition. ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. ESL teacher plans carefully with general

education teachers to ensure curricular alignment.

There are 38 students receiving ESL services ranging from Kindergarten to 7th grade. The breakdown is as follows; Kindergarten – 6 students, First Grade – 11 students, Second Grade – 4 students, Third Grade – 5 students, Fourth Grade – 3 students, Fifth Grade – 2 students, Sixth Grade- 5 students and Seventh Grade - 2 students . The largest language group among the ELLs is the Spanish speaking group (18), followed by Chinese (9), Russian (4), Arabic (2) Bengali (2), Cantonese (2), and Czech (1). Our English Language Learners make up approximately 4.85% of our total school population.

There are no SIFE students in PS 49.

The needs of newcomers are met in the following manner. Parents are interviewed about the child's prior academic experiences, report cards are reviewed, the student is administered the LAB-R. The results of the LAB-R determine the child's proficiency level and ESL instruction is provided accordingly. Newcomers are serviced for the time allocated as per their proficiency level. Native language support in the form of the same native language buddies, picture dictionaries, content area glossaries and native language texts is provided to all newcomers. Strong emphasis is placed on on visual thinking strategies (VTS) and multisensory language approach. In addition, classroom charts and word walls present in the ESL classroom and ELLs' homerooms are rich in pictures and photographs to provide additional support to the newcomers. Picture book read alouds are accompanied by charts and picture flashcards that support students' linguistic and content area development. In addition, students are provided with typed up copies of all mentor texts. Copies of read alouds and other books are available on cds and tapes and help students enhance their listening skills. Newcomers are enrolled in 37 1/2 minute program and Saturday program.

Our plan for ELLs receiving service 4 to 6 years is to constantly review students' data (ELL Periodic Assessments, I-Station, ACUITY ITAs, Predictives, state exams, running records, on demands writing pieces), determine students strengths and weaknesses, set the goals and implement interventions based on the data. The ELLs receiving service 4 to 6 years are serviced for the time allocated as per their proficiency levels. They are enrolled in 37 1/2 minute program (taught by the ESL teacher) and Saturday program (teachers are trained in ESL methodologies).

At present, we have one long term student. He is also a special education ELL student. The plan for this student is to provide him with differentiated multisensory phonics instruction in order to increase his phonemic awareness, fluency and automaticity in decoding new words while reading. He receives it once a week during ESL literacy block. He also participates in small group instruction during 37 ½ minute program and he will attend Saturday program during which he will participate in Balanced Literacy activities which will further enhance his reading fluency and will increase his sight words inventory. 37 ½ program and Saturday programs are taught by teachers trained in ESL methods.

The plan for other ELLs that have special needs is to review their IEP as well as their language proficiency level. We follow the mandate of the IEP regarding ESL services. We continue to support those students in achieving proficiency in English by establishing a system of articulation between the classroom teacher and the ESL teacher. They discuss the students' strengths and weaknesses and jointly decide on the best strategies in the four modalities to ensure continued growth in English. Interactive word walls, rich in pictures and visuals charts are displayed in the ESL classroom and in the students' homerooms and they reflect current units of study in reading, writing, vocabulary and word study instruction. Rich in content and vibrant language read alouds are accompanied by charts and picture flashcards that support students' linguistic and content area development. Students are provided with typed up copies of all mentor texts.

Our ELL students are serviced for the time allocated as per their proficiency levels.

Because NCLB now requires ELA testing for ELLs after one year our instructional plan provides for additional support in the form of the test preparation morning program and Saturday program. In addition to that, throughout the school year the ESL teacher exposes the students to the format of the ELA test, test taking strategies and ELA key vocabulary words by providing the students with ELA word walls, ELA strategies charts and other kinds of support. ELL students are entitled to testing accomodation of receiving time and a half.

Explicit ESL instruction is delivered through our pull out program (see below).

Based upon our ELL population, the needs of our 38 students are addressed through a pull-out program serviced by a fully certified ESL teacher. The teacher mirrors instruction in the classroom and follows the Teachers College model while applying ESL strategies and techniques to develop their academic language. The Teacher's College Reading and Writing Program incorporates the state standards speaking, listening, reading and writing.

The teacher pulls out students from grade kindergarten, one and two and then from grades three through seven. With these two groups of students (grades k-2 and grades 3 – 7), the teacher utilizes a balanced literacy approach again applying ESL strategies to develop academic language through the four modalities. The ESL teacher is involved in the same staff development as all grade teachers and has the opportunity to review plans and expectations with the literacy staff developers in early childhood and grades 3-7.

As per CR-Part 154 Regulations, ELL students who are at the beginning and intermediate levels receive 360 minutes of ESL instruction per week while the advanced students receive only 180 minutes of ESL instruction. The latter group then receives 180 minutes of ELA per week from their classroom teacher. The ESL teacher differentiates instruction to meet the needs of the students' English Language Proficiency Level as determined by the NYSESLAT and LAB-R. Student data is carefully analyzed and instruction is designed to meet individual needs in the development of both content and academic language. The teacher maintains an appropriate classroom environment consistent with Teachers College's Reading/Writing Project. Instruction reflects the NYS ESL standards. Our ESL program focuses on literacy using scaffolding strategies to enhance the success of our students as they prepare for the NYSESLAT as well as the NYC and State standardized tests, ESL listening and speaking skills and reading and writing connections for ELLs. In addition to professional development provided by Columbia University, we utilize strategies in Pauline Gibbons' book, Learning to Learn in a Second Language as well as the New York State ESL Resource Guide. Classroom libraries in the ESL room meet the needs of beginning, intermediate and advanced students. Ongoing teacher assessment as evidenced through individual writing portfolios, as well as ELL periodic assessments and the NYSESLAT's scores determine the focus of our instruction. We hope to include technology to also enhance and develop academic language. Music, art and literature also support the development of academic language through ESL strategies.

The ESL program is consistent with the mandated balanced literacy program. Students receive two periods of ESL instruction per day which is paralleled to the one hundred minute literacy in general education. The advanced students, in addition to the 4 periods of ESL instruction per week, receive an additional 11 periods in balanced literacy. Native language is supported by grouping ELL with the

buddies, providing glossaries to students in content area subjects (social studies, science and math), word to word dictionaries, native language materials, multicultural books, utilizing the help of other teachers and paraprofessionals speaking home language of ELLs and providing them with support in terms of conversations about school life and homework.

All mandated ELL students have also been involved in the 37.5 minute extended day session to further enhance language proficiency. The students who have the least language proficiency are supported by the ESL teacher.

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

Based upon our ELL population, the needs of our 38 students are addressed through a pull-out program serviced by a fully certified ESL teacher. The teacher mirrors instruction in the classroom and follows the Teachers College model while applying ESL strategies and techniques to develop their academic language. The Teacher's College Reading and Writing Program incorporates the state standards speaking, listening, reading and writing.

The teacher pulls out students from grade kindergarten through three through seven. With these two groups of students (grades K-2 and grades 3 – 7), the teacher uses various strategies to develop academic language through the four modalities.

The ESL teacher differentiates instruction to meet the needs of the students' English Language Proficiency Level as determined by the NYSESLAT and LAB-R. Student data is carefully analyzed and instruction is designed to meet individual needs in the development of both content and academic language. The teacher maintains an appropriate classroom environment consistent with Teachers College's Reading/Writing Project. Instruction reflects the NYS ESL standards. Required resources and support corresponds to ELLs' ages and grade levels. Our ESL program focuses on literacy using scaffolding strategies to enhance the success of our students as they prepare for the NYSESLAT as well as the NYC and State standardized tests, ESL listening and speaking skills and reading and writing connections for ELLs. Classroom libraries in the ESL room meet the needs of beginning, intermediate and advanced students. Ongoing teacher assessment as evidenced through individual writing portfolios, as well as ELL periodic assessments and the NYSESLAT's scores determine the focus of our instruction. We include technology to also enhance and develop academic language. Music, art and literature also support the development of academic language through ESL strategies.

Native language is supported by grouping ELLs with the same native language buddies, providing glossaries to students in content area subjects (social studies, science and math), word to word dictionaries, native language materials and multicultural books.

Students reaching proficiency on the NYSELSAT continue to receive transitional support in their classrooms in the form of content area glossaries, testing accommodation of time and a half and remaining for 37 ½ minutes program.

ELLs are afforded equal access to all of our school programs. ELL students in our school participate in a variety of other school programs such as art studio, ballroom dancing, NY Philharmonic program and computers.

Our school's Title III program provides support for ELLs in the form of a Saturday program which ELL students attend, providing supplies and instructional materials such as books on tapes and cds, multicultural books, reading theater props, picture books, high interest beginner and intermediate level fiction and nonfiction books for students in upper grade, projectors and stereos.

The instructional materials, including technology, are used to support ELLs.

Content area dictionaries, leapfrog pads (beginners and intermediate students), books on cassettes, smart boards, ELMOs and computers are used in order to support ELLs in content areas as well as in ESL. Leveled libraries, vocabulary workbooks, word study workbooks and word sorts with pictures match students proficiency level, age and ability. For example, students in upper grades are provided with high interest beginner and intermediate level fiction and nonfiction books.

Content area instructional materials in the form of picture dictionaries, content dictionaries, content area glossaries, realia, visuals, computers, projectors are used to facilitate and support students' linguistic and content area development.

Content area instructional materials and language materials correspond to ELL's ages and grade and proficiency levels. Books match students' reading levels. Word study workbooks and word sorts match students age, proficiency and phonemic awareness stages.

Our school assists newly enrolled ELL students before the beginning of the school year by providing them and their families with welcome kits in their home languages.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

### **D. Professional Development and Support for School Staff**

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

Paste response to questions 1-3 here

As always, extensive professional development activities will continue to take place for the ESL teacher and all the personnel who work with ELL students including common branch teachers, subject area teacher, paraprofessionals, guidance counselors, special education teachers,

psychologists, occupational / physical therapists, speech therapists, secretaries and parent coordinator. Professional development activities will be consistent with the school's training for the balanced literacy program and the Teachers College model. In addition, the ESL teacher will participate in training sessions to address the needs of the ELL students. The schedule for professional development will be determined based upon the pending schedule for the extended days. Strategies addressed will include differentiated instruction, scaffolding, read alouds, shared reading, interactive word walls for ESL/ELA, word families, linking math with literature and using interactive word walls for math. There will be a workshop for all members of the staff explaining time allocations for ESL instruction, the use of ESL methodology in content areas and ways to differentiate and provide support for all ESL students in their classrooms. Staff development will be aligned with the grade that serves the most amount of ELL students. Staff development topics will be aligned to the units of study in reading and writing developed by Columbia University Reading/Writing Project. There will be at least 5 sessions devoted to increasing an ELL students' lexicon, consistent with the overall goals and objectives of increasing student academic vocabulary throughout the school. Teachers will also be trained in VTS (Visual Thinking Strategies) which will help them differentiate and support instruction for ELLs. Teachers will get further professional development on how to use the results of the assessments (specifically ACUITY, ARIS, RNMR report and ELL PEriodic Assessment data) to make informed instructional decisions that will move ELL students towards academic gains.

In addition to that the school will monitor the minimum 7.5 hours of ELL training for all staff by keeping copies of agendas.

## E. Parental Involvement

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

Paste response to questions 1-4 here

Within the first ten days of school, parents of all potential ELL students are invited to attend an orientation workshop where they will be informed regarding various ESL/bilingual programs that are available in our region. Parents of new admits will be encouraged to attend ongoing workshops which will address such topics as Understanding the NYSESLAT and Linking the ESL standards to instruction. Parents are offered the option both at registration and then at a formal parent meeting that they may select one of three options for ELL students: an ESL program, a transitional bilingual program or a dual language program. We provide those parents who request the TBE program information and the location of the schools which have these programs. After reviewing the Parent Survey and Program Selection forms for the past few years, parents have chosen the ESL program. Therefore, our ESL program reflects the parent selection of program for ELL students.

In addition all parents of ELL students are invited by the school to attend PTA meetings. The PTA sends a survey home to evaluate the needs of the parents and the DOE provides the school survey in the parents' home language.

Additional support to encourage parents of ELL students is provided by the parent coordinator and the principal. All parents are encouraged to have ongoing meetings with teachers and when necessary, translators are provided by the school. Copies of all letters are sent home to parents and translated as necessary. Parents of ELL students are included in our school community.

At the moment we do not have partnerships with other agencies or Community Based Organizations to provide workshops or services to ELL parents.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	1	1	2	1	1	3							15
Intermediate(I)		2	3	3	2	1		1						12
Advanced (A)		9		1		2	3	2						17
Total	6	12	4	6	3	4	6	3	0	0	0	0	0	44

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3				3
4	1	4	1		6
5		2			2
6	1	2			3
7					0
8					0
NYSAA Bilingual Spe Ed					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		2			1	6
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

### Additional Information

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

Our school uses various assessment tools to assess the early literacy skills of our ELLs. ELL Periodic Assessments, as well as TCRWP running records that are utilized to assess student reading ability, help provide information on students' reading levels. This year our school began using I-Station Assessment and Intervention tool. It is used monthly in grades K-7. In addition, monthly on demand writing pieces are administered to monitor students' progress in writing and to help target and address areas of weaknesses. Words Their Way spelling inventory assessment is administered to ELL students at the beginning of the school year by the ESL teacher and based on the results of the assessment students are placed in different ability groups (grades 3-7). Early literacy skills of ELL students in Grades K-2 are also assessed with ECLAS-2, TCRWP running records and Foundations Word Study Program.

The data patterns across proficiency levels on the LAB-R and grades reveal varying results. At the moment we have six beginners in kindergarten, one in first grade, one in second grade, two in third grade, one in fourth grade, one in fifth grade, three in sixth grade. We have two intermediate students in first grade, three in second grade, three in third grade, two in fourth grade, one in fifth grade and one in seventh grade. We have 9 advanced students in first grade, one in third grade, two in fifth grade, three in sixth grade and two in seventh grade. The data patterns across proficiency levels on the LAB-R reveal that some of our ELLs have strong speaking and listening skills but they are weak in reading and writing, and yet others need to improve in all four modalities.

The data patterns across NYSESLAT modalities reveal that 34 out of 44 ELL students in our school are proficient in listening and speaking, 5 ELLs are advanced, 6 are intermediate and 2 are beginners. 20 ELL students are proficient in reading and writing, 13 are advanced, 12 are intermediate and 4 are beginners.

The majority of our ELLs in all grades made progress in all four modalities. Most of our ELLs are proficient or advanced on Listening and Speaking modalities and they need to improve their reading and writing skills.

## Additional Information

Therefore, in all grades, a strong emphasis is placed on strengthening reading and writing skills. Scaffolding strategies that are designed for strengthening reading and writing, are provided to the students and are differentiated based on their language proficiency levels and their grade. Listening and speaking strategies are still being implemented for all ELL students to help them achieve proficiency across grades.

Majority of our proficient and advanced students did well on the state exams. Intermediate students and beginners have varying results. Out of 18 ELL students taking NYS Math, five students taking this test in English and one student taking the exam in her native language scored 3. Three ELL students who took NYS Math in their native languages and six students taking the test in English scored 2. One students taking the exam in his native language and two students taking the exam in English scored 1 on the test.

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		

	Network Leader		
	Other		

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 24q049**

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

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	N/A	\$240,557	\$240,557
2. Enter the anticipated 1% set-aside for Parent Involvement:	N/A	\$2406	\$2406
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	N/A	*	
4. Enter the anticipated 10% set-aside for Professional Development:	N/A	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
97.4%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

**Currently we are in transition to moving to a K-8 model. This year, there were common branch teachers assigned to 7<sup>th</sup> grade classes. As we transition to the 8<sup>th</sup> grade, certified teachers will be placed in appropriate subject area.**

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

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

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

***Explanation – School Parental Involvement Policy:*** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A

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

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

### **Section I: Schoolwide Program (SWP) Required Components**

**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.

As we received the data from all students in K-7, we identified students who either received a level 2 or showed negative progress in statewide assessments. Subsequently, we developed before/after school classes and Saturday programs to address struggling learners.

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.

Data driven instruction is a key element of our success in meeting the individual needs of our students. We will continue to utilize data from state tests, Acuity, ECLAS, EPAL, DIBELS, running records, conferencing notes, reading and math logs, unit tests, and checklists to drive our instruction. Based on the results of these ongoing assessments and classroom observations the students will be grouped and regrouped as their needs change as indicated by the data. With this information we will continue to set benchmark performance goals for individual students, small groups, grades and the school. Lesson plans will be designed to target specific needs for each differentiated group and individual students within each group based on the data. We will review IEPs and ELL needs and use them to modify instruction. Data will be used to plan additional intervention support for at risk students throughout the day, during extended day and during after school. Intervention programs include Wilson, Foundations, Voyager Passport, Comprehension Tool Kit, Recipe for Reading, Math Steps and hands on games and activities from TERC Math.

All students will participate in content area read aloud and shared reading which includes primary and secondary sources at their appropriate grade levels to ensure that our learners are being instructed in the curriculum for their grade. This strategy will help to build background knowledge in content areas and increase content area vocabulary. In social studies, teachers will focus on the big ideas and essential questions to further students' understandings. Materials and activities will include use of primary sources, artifacts, field trips, articles, magazines, and research based projects.

The writing curriculum includes greater emphasis on critical analysis, inference skills and vocabulary in writing an analytical response. Students will continue to spend more time writing on demand. Rubrics and checklists will continue to be used to set individual student goals as well as class, grade and school targets for improved writing.

In the area of word study in grades K-2, we use a differentiated phonics instruction and Words Their Way. In grades 3 to 5, we have created and begun to implement a differentiated curriculum using Words Their Way and a uniform instructional approach to infuse vocabulary and spelling across the curriculum. We also use supplementary programs

throughout the day which include Wilson, Foundations, Recipe for Reading, Voyager Passport to meet the differing needs of our students.

Guided Reading instruction will continue to be provided to at risk students in each class on a daily basis. Our support staff that provides this service delivers targeted instruction to these students based on their needs as indicated by the data. These small groups are changed fluidly according to the students' needs.

The Pupil Personnel Team is a multidisciplinary committee. It recommends prevention and intervention services for students. It monitors, evaluates and modifies interventions. It identifies and develops supportive strategies and services. Bi-monthly Pupil Personnel Team/Academic Intervention Services meetings are held with all support service providers, administration and a teacher representative. Referrals for academic intervention or guidance services are reviewed, student needs are assessed and service providers are identified. This information is shared with classroom teachers. Follow up conferences are scheduled regularly to assess student progress. Support services are coordinated through the Academic Intervention Coordinator and the guidance counselor. Referrals from teachers for support services are initiated with a Guidance or AIS Referral Sheet followed by a planning conference. The case, when warranted, is placed on the PPT agenda for discussion and planning a course of action. Student services are coordinated to avoid replication of services and to serve all identified children.

### 3. Instruction by highly qualified staff.

All of our teachers are certified. They receive weekly professional development through grade level conferences to foster their understanding and use of best practices.

### 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 have a professional development team comprised of the principal, assistant principal, literacy coach, math coach, AIS coordinator, and instructional specialist who are well versed in the most current and effective practices. The team plans and evaluates all professional development to address the school's needs. They use data to differentiate instruction and revise curriculum. The team provides workshops and in classroom support for teachers by modeling lessons and assisting in

planning. The staff also attends Math in the City workshops. Selected staff members attend training for Wilson, Foundations, Recipe for Reading, science and social studies workshops. Information and professional development is turn keyed within the school via inter-class visitations and grade level weekly meetings.

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

We offer a great deal of professional development and foster a supportive learning community for all staff members. Our staff participates in vertical and horizontal grade level planning meetings allowing teachers to be well informed in grade and school issues. We find that our supportive learning community has been extremely effective in attracting high quality teachers. Also, we have relationships with NYU and Metropolitan College, which provide us with well-qualified candidates, some of whom have done student teaching in our school.

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

Our Parent Coordinator facilitates ongoing opportunities for parents to become active participants in the school community through frequent workshops. We are also working to develop and implement structures in parent friendly language for communicating individual student goals to parents and guardians.

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.

Our school has an on-site Head Start Program in collaboration with Educational Alliance. Oral language development is an integral part of preparing our pre-school students for meeting the NYS Early Literacy Competencies in Grades K-3. Language

and vocabulary development around rich read-aloud experiences prepare our youngest children for understanding complex texts and engaging in higher order thinking tasks. An integrated curriculum, guided by thematic planning, provides for concept explorations through hands-on experiences. Developmentally-appropriate early learning experiences build on students' prior knowledge and create a strong foundation for success in school.

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.

Teachers use data to drive their daily lesson planning, differentiation and student grouping. The use of data includes but is not limited to the following: running records, ACUITY, DIBELS, conferencing notes, ECLAS, EPAL, unit checklists, unit assessments, state exams, reading logs, writing journals, reading and math journals. Classroom teachers use this data to determine the direction of their whole group instruction, small group instruction and individualized instruction for students. Support staff use this data to trend various student populations, by class, grade and throughout the school. Teachers collect a variety of data on a daily basis and have become accustomed to using data to drive practices in their classroom.

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.

Teachers use the data mentioned throughout this document to identify students that are at risk. Students are grouped according to their academic needs. Grouping is flexible to adapt to changes after benchmarked assessments. Teachers provide the students with Tier I intervention services in the classroom throughout the day. Some of these interventions may include, but are not limited to small group instruction, guided reading, strategy lessons and Math hands on games and activities. If the Tier I interventions are deemed insufficient by ongoing assessments, then the student is provided with Tier II intervention services which are provided by an out of the classroom specialist and/or during extended day. Some of the interventions used by the specialists are: Wilson, Foundations, Voyager Passports and Recipe for Reading. Once Tier I and Tier II interventions have been exhausted and the student is still not making adequate progress, the Pupil Personnel Committee will review the case.

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.

Our school receives Title I funding and grants. These funding sources provide resources for academic intervention, enrichment programs and guidance services. Educational Alliance provides funding for our Head Start program, our after school program and social work. Grants provide funding for violence prevention.

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

### ***Explanation/Background:***

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			✓			
Title I, Part A (ARRA)	Federal	✓			\$242,963	✓	15, 18, 19, 24, 25
Title II, Part A	Federal	✓			\$21,167	✓	15, 18, 19, 24, 25
Title III, Part A	Federal	✓			\$15,000	✓	17, 28
Title IV	Federal						

<sup>1</sup> **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

IDEA	Federal	✓			\$91,845	✓	112, 13, 14, 5, 18, 19, 24, 25
Tax Levy	Local	✓			\$4,327,195	✓	12, 13, 14, 15, 18, 19, 24, 25