



**BERTA DREYFUS, IS 49**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 31R049**

**ADDRESS: 101 WARREN STREET, SI, NY 10304**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 31R049      **SCHOOL NAME:** BERTA DREYFUS

**SCHOOL ADDRESS:** 101 Warren Street, Staten Island NY 10304

**SCHOOL TELEPHONE:** (718) 727 6040      **FAX:** (718) 876 8207

**SCHOOL CONTACT PERSON:** Linda Hill      **EMAIL ADDRESS:** Lhill2@schoos.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Suzanne Abramowitz

**PRINCIPAL:** Linda Hill

**UFT CHAPTER LEADER:** Richard Candia

**PARENTS' ASSOCIATION PRESIDENT:** Lori Wood

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* n/a

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 31      **CHILDREN FIRST NETWORK (CFN):** 303

**NETWORK LEADER:** Dr. Kathleen Lavin

**SUPERINTENDENT:** Erminia Claudio

**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
Ms. Hill	*Principal or Designee	
Dr. Candia	*UFT Chapter Chairperson or Designee	
Ms. Wood	*PA/PTA President or Designated Co-President	
Ms. Lyons	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	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	
Ms. Peterkin	Member/Parent	
Ms. Harris	Member/Parent	
Ms. Jensen	Member/Parent	
Ms. Abramowitz	Member/Teacher	
Mr. Valia	Member/Teacher	
Mr. Mazzeo	Member/Teacher	
	Member/	

(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.

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Berta A. Dreyfus is a diverse collaborative school community dedicated to achieving standards of academic excellence and providing a nurturing environment for all students. We strive to develop independent, creative and critical thinking students. Our Science and Technology learning academies share a responsibility for the development of the academic, social and emotional growth of all students. Our standard driven, technology infused curriculum will prepare and motivate students to meet the opportunities and challenges of the 21<sup>st</sup> century and become lifelong learners.

### ***School Mission: At Dreyfus, we learn, grow, and succeed together.***

The strength of the school relies on the success of its relationships among students, staff, parents and the community. Collaborations with the public and private sectors provide a variety of social and educational programs within the school.

The structure of the school is built on the following building blocks: Students, Staff, Parents, Curriculum, Relationships with the community, the Community School District and our Learning Support Organization, and Relationships with other community based organizations. These building blocks, or elements, are unique and contribute to the development of the school in specific ways. Each element depends on one another as well. It is this interdependence that helps to create a unique school environment. What follows are the major principles upon which our school is based.

In order to promote the development of each student, we have a staff that is skilled, flexible and committed to the ideals and principles of the school. We believe that learning occurs in many environments: in the classroom when formal classes are held; in the library where a student may be reading, writing, or thinking about an issue alone or in small groups; in the community where a student learns how communities and organizations operate and what he or she can contribute; and on trips or planning special events. Therefore, our staff views learning in this broad context as a way to assist the student in making connections to what they are learning within their classrooms and what lies beyond the school walls. Furthermore, the staff is encouraged to work together Teams students make connections to materials they may be studying in one class to what a student may be learning in another class.

In order to nurture these characteristics, professional development workshops, academy meetings, and team meetings are seen as critical to the success of our school. Opportunities for the school staff to interact allow us to learn and understand in greater clarity how we might successfully implement these aspects of our school.

Finally, using a variety of hard and soft data, it is crucial that we apply the knowledge and learning from our work in previous years as a way to strengthen our school, through Inquiry Team work, during the present year. By documenting our learning, accomplishments, challenges, problems and processes, we will ultimately be able to make the necessary changes for improvement as well as integrate new staff into our school more effectively.

**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>	Berta Dreyfus			
<b>District:</b>	31	<b>DBN #:</b>	31R049	<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> 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>Suspensions: (OSYD Reporting) – Total Number</b>					
Total				(As of June 30)	2007-08	2008-09	2009-10		
<b>Special Education Enrollment:</b>					<b>Suspensions: (OSYD Reporting) – Total Number</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)				
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10	
(As of October 31)				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				
				Number of Administrators and Other Professionals				
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals				
(As of October 31)	2007-08	2008-09	2009-10					
				<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				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
<b>Male</b>								
<b>Female</b>								

2009-10 TITLE I STATUS				
<input type="checkbox"/> x Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input type="checkbox"/> x 2006-07	<input type="checkbox"/> x 2007-08	<input type="checkbox"/> x 2008-09	<input type="checkbox"/> x 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
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							
<b>Student groups making AYP in each subject</b>							

**Key: AYP Status**

√	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		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	n/a
<b>Overall Score</b>	70.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	C/7.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	A/18.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	A/41.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/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?

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### ***At IS 49 our mission is "We learn, grow, and succeed together".***

Dreyfus, I.S. 49 continues to be a haven for the Stapleton community located on the northernmost shore of Staten Island. The school is organized into three Science and Technology focused academies: The Academy of Medical Science and Technology, The Academy of Journalism Science and Technology, and The Academy of Environmental Science and Technology. Each academy has grades 6 through 8 and includes T.A.P. (Technology Advanced Placement) classes, Middle School Scholars classes, General education classes, Special education classes, Collaborative Team Teaching classes and English Language Learner classes, as well as classes participating in the District 75 Inclusion program. All Special Education students are mainstreamed for minor subjects as well as mainstreamed, whenever possible, for content area classes.

Some of the things that make this school distinctive also are some of its barriers – its location and its population. The school is located across the street from a vast housing project (Stapleton Houses, and a few blocks from another housing project (Park Hill Houses), and in the vicinity of yet another housing project (South Beach Houses). Most of the students attending I.S. 49 reside in one of these projects. Each housing project has its own culture and mores that often causes rifts between kids, as well as, adults from each respective project. Most times the conflict that may occur after school or on weekends that eventually must be resolved in the school.

Attendance has always presented an issue for the school. We have partnered with the Mayor's Inter Agency Truancy program to improve the 91.5% attendance rate to 93+% attendance. Last year our attendance increased to 92%.

Over 30% of our student population is IEP driven, with 32% of the students in self-contained classes. Furthermore, though our ELL (English Language Learners) population is relatively small (less than 10%), we have students that are non ELL SIFE (**S**tudents with **I**nterrupted **F**ormal **E**ducation) students. Our population is also distinctive because we have many African students from post civil war Liberia. Our school community serves the largest concentration of Liberian refugee immigrants in the United States. Students from Liberia and the surrounding African countries face many difficulties in school – for many, limited formal education or the poor education from the refugee camps are an issue. Others may have been separated from their parents still living in Africa, and there are some children who were soldiers in the civil war or faced the atrocities and trauma of post civil war. Assimilation into the largely Afro American community is not the norm.

The TAP (Technology Advanced Placement) program offered by the school for the past 7 years continues to develop and is a major accomplishment at IS 49. Our TAP program is set up to attract students from around the community and outside of the community who excel academically and socially, and who have an interest in advanced technology. Students in the TAP program learn technology such as Robotics, Digital photography and animation, Desktop Publishing, Excel spreadsheets, and Creating and designing Web projects. Because of the nature of the TAP Technology program, teachers participate in technology workshops that increase their skill levels for using Smart Boards, United Streaming, Excel spreadsheets, and web casts. An integral part of the TAP program is the after school component. During this time students specialize in enriched continuation of their daily technical studies. Our unique partnership with the College of Staten Island GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) affords the TAP students an opportunity to attend a two-week Science and Technology summer "BOOT" camp on the college campus. The TAP program also trains selected students so that they may participate on the "MOUSE" squad, (a national computer tech. group) they repair and maintain our 3 computer labs, our 10 laptop computer carts, as well as our 20 Smart Boards and our new iPads.

The admission of students from IS 49 to the Specialized NYC high schools has increased each year, in part, due to our partnership with the College of Staten Island. In addition, IS 49 has developed a four week specialized test preparation course for all potential specialized high school applicants.

In moving our school ahead, we recognize the need for more guidance intervention for our students struggling with social and emotional issues. Specifically we added an additional Department of Education guidance counselor and most recently the addition of "Clinic Plus" with Staten Island Mental Health. The Mayor's Inter Agency Task Force has also provided a means for referring families in need.

Reviewing the trends of the English Language Arts and Math performance, we observe a steady increase in the percentage of English Language Learners scoring levels 2 through 4 in both ELA and Math for our grade 6 and 8 students. Our grade 7 students show a slight decrease in the number of ELL students scoring levels 2-4 in English Language Arts, but continue to show improvement in the same levels in Math.

Professional development for our new staff as well as our established teachers in the area of classroom management was an identified area of concern last year. As a result we have increased the opportunities for staff to participate in specialized training such as "Resiliency In Schools", "Respect for all", "Working With Difficult Children", "Reflection on our school", and "Open Heart, Open Mind". The professional development offered in our school, as well as from our CFN and other outside consultants includes Looking at Student work, Effective use of technology in Schools, and ELA and Math strategies for improved teaching and learning.

Our school continues to improve parental involvement. Improved parent attendance at PTA meetings, Family Nights, Parent Teacher Conferences, and other school events began last year. This year, however, a significant improvement has been noted. This was done by combining PTA meetings with the Family Nights for a one night extravaganza. In addition, special events and guest were invited to speak to parents along with their children such as "Meet the Author" night , Math Expo, Discovery Fair, Poetry Jam, that are becoming annual events. The monthly PTA/Family Night also includes honoring the "Student of the Month" as well as "Parents of the Student of the Month". Both students and parents receive an award during the night's activities. Our recent Parent Teacher conferences had a parent attendance of over 60%. Through parent surveys the administration and the parent coordinator identified and established parent workshops on ELA and Math assessment information, Understanding Your Child's IEP, HS admission information, including how to read a high school transcript, and SES information.

## 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.

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After reviewing data, including the 2009 – 2010 Annual School Report, the School Accountability Status report, and the Quality Review the following goals have been established for the 2010-2011 school year.

1. The English Language Learners subgroup of the school population continues to struggle with meeting Annual Yearly Progress for the 8<sup>th</sup> grade State Science Exam administered in June of each year. Our focus for the 2010-2011 school year with regard to these students will be increasing their scores by 3% as measured by the 8<sup>th</sup> grade New York State Middle Level Science Exam. Indicators of progress towards this goal will be constant and professional development will be in line with the needs of the students as evidenced by portfolio assessment, progress reports, classroom assessments and ITT data gathered and analyzed.
2. Although our scores have shown evidence of continued improvement, we will work to move all Students with Disabilities to show a 2% improvement in Math performance from the previous year as measured by the New York State Exam by June 2011. To assure meeting this goal we will collaborate with our CFN. The Knowledge Network, and additional agencies to provide professional development for our staff specific to address the needs of our Students with Disabilities population which accounts for nearly 25% of our total student population. We will also provide additional academic interventions, closely monitor assessment results,
3. All English Language Learner students will show a 2% improvement Math Performance from the previous year as measured by the New York State Math Exam by June 2011. In addition to the constant collection and analysis of the subgroups data, professional development, ESL push in and pull out programs and intervention services will be part of how we will work towards accomplishing this goal.

Performance trends indicate a decrease in the Grade 7 English Language Learners scoring levels 2-4 on the New York State English language Arts Test. To meet the goal of the subgroup of English Language Learner students achieving improved numbers of levels 2-4 by 3% by June 2011 all staff of ELLs has received additional training and mentoring to meet the needs of this specifically targeted subgroup

**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):** Science ELL

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>English Language Learners will show a 3% improvement in Science Performance as measured by the 8<sup>th</sup> grade New York State Middle Level Science Exam by June 2011.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In order to meet the above goal we will implement the following:</p> <ul style="list-style-type: none"> <li>➤ In-house professional development in word skills/vocabulary/Understanding &amp; Implementing Student Data</li> <li>➤ Analyze and enhance instructional strategies to ensure success for the targeted subgroups</li> <li>➤ Provide collaborative planning time through Department meetings and Lunch and Learn meetings</li> <li>➤ Collaborate CFN content area specialists</li> <li>➤ Professional Development opportunities by UFT Teacher Center, &amp; the CFN</li> <li>➤ Parent Workshops</li> <li>➤ Academic Intervention Services</li> <li>➤ Special Education Services</li> <li>➤ New Teacher Mentoring</li> <li>➤ Learning Walks through School &amp; Classroom Inter-visitation</li> <li>➤ Use of Technology Tools</li> <li>➤ Inquiry Team to gather and disseminate ELL Science specific Data</li> <li>➤ Use of Curriculum Maps and pacing charts</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>	<ul style="list-style-type: none"> <li>➤ Tax Levy</li> <li>➤ Contracts for Excellence</li> <li>➤ Fair Student Funding</li> <li>➤ Title III</li> </ul>
<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>	<p>The following will be used as evidence to evaluate the progress towards meeting the aforementioned goal</p> <ul style="list-style-type: none"> <li>➤ ITT data</li> <li>➤ Student Portfolio's</li> <li>➤ Progress Report</li> <li>➤ Report Cards</li> </ul> <p>An indicator for progress will be incremental improvement for ELL students on each of the four school report cards in Science during the 2008-2009 school year.</p>

**Subject/Area (where relevant):** Students With Disabilities  
Student Performance In Math

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>All Students with Disabilities will show a 2% improvement in Math Performance from the previous year as measured by the New York State Math Exam by June 2011.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In order to meet the above goal we will implement the following:</p> <ul style="list-style-type: none"> <li>➤ In-house professional development in specific to dealing with our students with disabilities in the content area of Math</li> <li>➤ Analyze and enhance instructional strategies to ensure success for the targeted subgroups</li> <li>➤ Provide collaborative planning time through Department meetings and Lunch and Learn meetings</li> <li>➤ Collaborate with CFN content area specialists</li> <li>➤ Grade Meetings one day per six cycle.</li> <li>➤ Technology Programs that include Plato and River Deep</li> <li>➤ Professional Development opportunities by CESIS, UFT Teacher Center, &amp; the CFN</li> <li>➤ Parent Workshops</li> <li>➤ Academic Intervention Services</li> <li>➤ Special Education Services</li> <li>➤ New Teacher Mentoring</li> <li>➤ Learning Walks through School &amp; Classroom Inter-visitation</li> <li>➤ Inquiry Team to gather and disseminate Data specific to Students with Disabilities</li> </ul>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>➤ Tax Levy</li> <li>➤ Contract for Excellence</li> <li>➤ Fair Student Funding</li> </ul>	<p>LSO</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The following will be used as evidence to evaluate the progress towards meeting the aforementioned goal</p> <ul style="list-style-type: none"> <li>➤ ITT data</li> <li>➤ Acuity Predictives</li> <li>➤ Computer Adaptive Program (edperformance.com)</li> <li>➤ Student Portfolio's</li> <li>➤ Progress Report</li> </ul> <p>Progress will be measured every six to eight weeks by the students showing improvement of two or more objectives as defined by the Computer Adaptive Program (edperformance.com)</p>	

**Subject/Area (where relevant):** Grade 7 ELL Performance on New York State English Language Arts Testing

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The number of Grade 7 English Language Learner students scoring levels 2-4 on the New York State English Language Arts Test will increase by 3% by June 2011.</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>➤ In-house professional development in word skills/vocabulary/Understanding &amp; Implementing Student Data</li> <li>➤ Analyze and enhance instructional strategies to ensure success for the targeted subgroup</li> <li>➤ Provide collaborative planning time through Department meetings and Lunch and Learn meetings</li> <li>➤ Collaborate with CFN content area specialists</li> <li>➤ Professional Development opportunities by UFT Teacher Center, &amp; the CFN</li> <li>➤ The implementation of REV – (Robust Encounters with Vocabulary) Program by all content teachers</li> <li>➤ Parent Workshops</li> <li>➤ Academic Intervention Services</li> <li>➤ Pull out / Push in Program</li> <li>➤ New Teacher Mentoring</li> <li>➤ Learning Walks through School &amp; Classroom Inter-visitation</li> <li>➤ Use of Technology Tools</li> <li>➤ Inquiry Team to gather and disseminate ELL specific Data</li> <li>➤ Use of Curriculum Maps and Pacing charts</li> </ul>

<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> <li>➤ Tax Levy</li> <li>➤ Contracts for Excellence</li> <li>➤ Fair Student Funding</li> </ul>	<ul style="list-style-type: none"> <li>➤ Title III</li> <li>➤ CFN</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<p>The following will be used as evidence to evaluate the progress towards meeting the aforementioned goal</p> <ul style="list-style-type: none"> <li>➤ Student Portfolio's</li> <li>➤ Acuity Predictives</li> <li>➤ Computer Adaptive Program (edperformance.com)</li> <li>➤ Progress Report</li> </ul>	

**Subject/Area (where relevant):** ELL Student Performance In Math

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>All English Language Learner students will show a 3% improvement in Math Performance from the previous year as measured by the New York State Math Exam by June 2011.</p>	
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>In order to meet the above goal we will implement the following:</p> <ul style="list-style-type: none"> <li>➤ Schedule professional development in word skills/vocabulary/Student data specific to ELL's</li> <li>➤ Analyze and enhance instructional strategies to ensure success for the targeted subgroups</li> <li>➤ Provide collaborative planning time through Department meetings and Lunch and Learn meetings</li> <li>➤ Collaborate with CFN content area specialists</li> <li>➤ Fund Professional Development</li> <li>➤ ESL Push In/Pull Out Program</li> <li>➤ Professional Development opportunities at school and offered by the CFN</li> <li>➤ Parent Workshops</li> <li>➤ Academic Intervention Services</li> <li>➤ New Teacher Mentoring</li> </ul>	

	<ul style="list-style-type: none"> <li>➤ Learning Walks through School &amp; Classroom Inter-visitation</li> <li>➤ Inquiry Team to gather and disseminate Data specific to English Language Learners</li> </ul>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>➤ Tax Levy</li> <li>➤ Contracts for Excellence</li> <li>➤ Fair Student Funding</li> </ul>	<ul style="list-style-type: none"> <li>➤ Title III</li> <li>➤ LSO</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The following will be used as evidence to evaluate the progress towards meeting the aforementioned goal</p> <ul style="list-style-type: none"> <li>➤ ITT data</li> <li>➤ Student Portfolio's</li> <li>➤ Acuity Predictives</li> <li>➤ Computer Adaptive Program (Edperformance.com)</li> <li>➤ Progress Reports</li> </ul>	

## **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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6		38	38	38	19	0	4	19
7	70	70	70	70	27	0	10	11
8	32	32	32	32	21	1	17	14
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 , etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• <b>READ 180</b> - Identified Students with Disabilities scoring level 1 and low level 2's on the State's English Language Arts Exam are part of a pull out program that meets daily during the school day during minor subject periods to provide additional support through the use of a scripted computer program that continuously measures progress and gears lessons to meet the students individual needs guiding them toward their identified goals.</li> <li>• <b>Achieve 3000</b> – is used during class to differentiate articles for students to read by ELA performance level.</li> <li>• <b>SYS 44--</b> Identified Students with Disabilities requiring Data folios or performing at level 1 on the State's English Language Arts Exam are part of a pull out program that meets daily during the school day during minor subject periods to provide additional support through the use of a scripted computer program that continuously measures progress and gears lessons to meet the students individual needs guiding them toward their identified goals.</li> <li>• <b>Saturday Prep Academy</b> - Students are invited to participate in four hour sessions each Saturday beginning the three months leading up to the ELA state exam for additional intervention.</li> <li>• <b>English Language Learners Academy</b> - All ELL's are mandated to participate in four hour sessions each Saturday beginning the three months leading up to the ELA State exam for additional intervention.</li> <li>• <b>Supplementary Educational Services (SES)</b> - Small group instruction is available by trained staff to assist the students in all content areas after the school day, twice per week for a total of four hours.</li> <li>• <b>37.5 Minutes</b> - All mandated Level 1 students, and those students interested in additional services meet four days per week before the start of the school day and participate in the Kaplan Keys Program.</li> <li>• <b>Portfolio Analysis-</b> Bi-Monthly collections for all grade, all levels of students.</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• <b>English Language Learners Academy</b> - All ELL's are mandated to participate in four hour sessions each Saturday beginning the three months leading up to the Math State exam for additional intervention.</li> <li>• <b>Supplementary Educational Services (SES)</b> - Small group instruction is available by</li> </ul>

	<p>trained staff to assist the students in all content areas after the school day, twice per week for a total of four hours.</p> <ul style="list-style-type: none"> <li>• <b>37.5 Minutes</b> - All mandated Level 1 students, and those students interested in additional services meet four days per week before the start of the school day and participate in the Kaplan Keys Program.</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• <b>Saturday Prep Academy</b> - Students are invited to participate in four hour sessions each Saturday beginning the three months leading up to the Science state exam for additional intervention.</li> <li>• <b>English Language Learners Academy</b> - All ELL's are mandated to participate in four hour sessions each Saturday beginning the three months leading up to the Science State exam for additional intervention.</li> <li>• <b>Supplementary Educational Services (SES)</b> - Small group instruction is available by trained staff to assist the students in all content areas after the school day, twice per week for a total of four hours.</li> <li>• Mock Science Practical set-up the month prior to the 8<sup>th</sup> grade science practical exam.</li> <li>• <b>37.5 minutes</b> of small group tutoring/homework help.</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• <b>Saturday Prep Academy</b> - Students are invited to participate in four hour sessions each Saturday beginning the three months leading up to the Social Studies State exam for additional intervention.</li> <li>• <b>Supplementary Educational Services (SES)</b> - Small group instruction is available by trained staff to assist the students in all content areas after the school day, twice per week for a total of four hours.</li> <li>• <b>37.5 minutes</b> of small group tutoring/homework help.</li> <li>• Departmental alignment with the ELA Department to promote Literacy in the content areas.</li> <li>• <b>Portfolio Analysis</b>- Bi-Monthly collections for all grade, all levels of students.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• One to one sessions weekly, or as the need arises.</li> <li>• Group meetings according to the type of issue identified as needed. Topics to include: Anger Management, Bullying, Sexual Harassment, Mediation and academics, Loss/Bereavement, Family Issues, Transitions, Coping Skills, Conflict Resolution, Social Skills and Personal Growth/Goal Setting.</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• One to one sessions with students and parents, both scheduled and as the need arises.</li> <li>• Student evaluations for placement of setting.</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• One to one sessions with students and parents. Both scheduled and as the need arises.</li> </ul>

<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• Staten Island Mental Health has an on site facility that parents and staff can refer students to be evaluated.</li> </ul>
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**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.

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**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) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers \_\_\_\_\_ 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.

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

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<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	(e.g., \$7,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$4,500)	<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.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>

<b>Travel</b>		
<b>Other</b>		
<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**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

**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 (✓)			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						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**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.

**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.

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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>

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### **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>	I.S. 49 Berta A. Dreyfus					
<b>District:</b>	31	<b>DBN:</b>	31R049	<b>School</b>		353100010049

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.1	91.1	90.2
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		88.5	87.3	89.5
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	281	300	314	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	282	285	279		67.1	80.4	83.4
Grade 8	334	291	270				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		19	42	44
Grade 12	0	0	0				
Ungraded	5	10	16	<b>Recent Immigrants - Total Number:</b>			
Total	902	886	879	(As of October 31)	2007-08	2008-09	2009-10
					23	11	9

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	117	132	140	Principal Suspensions	104	401	304
# in Collaborative Team Teaching (CTT) Classes	39	43	45	Superintendent Suspensions	43	46	42
Number all others	82	68	56				

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

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	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>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	83	73	68
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	20	18	15
# receiving ESL services only	61	65	TBD				
# ELLs with IEPs	8	40	TBD				

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

<b>Number of Educational Paraprofessionals</b>			
(As of October 31)	2007-08	2008-09	2009-10
	7	9	12

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
	8	7	44	% fully licensed & permanently assigned to this school	98.8	100.0	98.5
				% more than 2 years teaching in this school	65.1	72.6	88.2
				% more than 5 years teaching anywhere	54.2	63.0	79.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	73.0	90.0	92.7
American Indian or Alaska Native	0.7	0.7	0.6	% core classes taught by "highly qualified" teachers	82.9	95.2	96.7
Black or African American	44.0	41.4	42.2				
Hispanic or Latino	31.0	34.3	34.5				
Asian or Native Hawaiian/Other Pacific	10.5	10.8	11.5				
White	13.6	12.8	11.3				
<b>Male</b>	50.9	51.0	52.2				
<b>Female</b>	49.1	49.0	47.8				

#### 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	v	v

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

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			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				v	

#### 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:

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

American Indian or Alaska Native	-	-	-			
Black or African American	v	v				
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	v	v				
Multiracial	-	-	-			
Students with Disabilities	v	v				
Limited English Proficient	vsh	v				
Economically Disadvantaged	v	v				
<b>Student groups making</b>	<b>8</b>	<b>8</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>	B	<b>Overall Evaluation:</b>			NR	
<b>Overall Score:</b>	44.8	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	5.6	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	6.3	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	29.6					
<i>(Comprises 60% of the</i>						
Additional Credit:	3.3					

<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)

## **PARENT INVOLVEMENT POLICY**

At I.S. 49, we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program.

I.S. 49 focuses on promoting parent involvement, creating individual student intervention plans, implementing attendance plans, and integrating school and community resources to meet the needs of our educational community.

I.S. 49 focuses on promoting parent involvement, creating individual student intervention plans, implementing attendance plans and integrating school and community resources. With the collaboration of several community based organizations, we will provide opportunities to strengthen the home school relationship. Increasing parental and community involvement by updating the school website, phone relay, Parent Coordinator monthly workshops, monthly PTA meetings and School Leadership meetings, Parent/Teacher Conferences, and Articulation meetings.

Our objective is to achieve by June 2011 a more consistent flow of parent participation. The continued collaboration of our CBO's, and Staff at our PTA meetings, school activities and parent workshops will ensure our objective is met.

We strive to continue to increase parental involvement via the following annual events:

- Annual meeting for parents of all students who are attending I.S. 49
- Provide parents with timely information about programs in the school via flyers and newsletter
- Parent-teacher conferences
- School-wide project bulletin board
- School-based committee meetings and School Leadership Team
- Monthly PTA meetings, 6th grade Orientation and Open house
- Visit feeder schools prior to their 6th grade year to prepare for transition into intermediate school
- Articulation meetings
- High School Orientation & Workshops for General/ESL/Special Education Parents
- Parent/guardian Survey
- Parent Workshops on various subjects pertaining to outcome of Survey
- Literacy and Math workshops for parents (curriculum based)
- Library workshop for parents on Internet searching and the use of NOVEL (New York Online Virtual Electronic Library)
- Community Outreach Activities in Collaboration with Gear Up program.
- Bullying, Violence Prevention & Peer Pressure workshop in collaboration with the Guidance Department and CBO's.
- Internet Safety workshop in collaboration with Technology Department
- HIV/AIDS curriculum workshop
- ELL parent meetings and classes
- NCLB and Supplemental Education Services Orientations and Fairs
- Parent Advisory Committee Meetings
- Title 1 Parent Annual Meeting
- School Parent Coordinator
- On-Site Interpretation & Translation Services Available

- ELL Parent Orientation explaining rights and responsibilities
- Family Nights
- Attendance Workshops in collaboration with Partnership with Children
- Annual Job Training & Continuing Education Workshop
- Notices will be available to parents in other languages

Our strategies to increase parental involvement through means such as family literacy services will include:

Outreach to all parents by Parent Coordinator, PTA newsletter, notices in different languages, telephone announcement system, updated website and make available PTA and School Leadership Team information, parents will be given ample opportunity to participate in their children's education.

Literacy and Math workshops for parents (curriculum based), library workshop on Internet searching and the use of NOVEL (New York Online Virtual Electronic Library) and ELL parent meetings will inform and build upon parental involvement

Providing parents with training, professional development and parent coordinator workshops, parents will be given the tools which will educate and provide the opportunity to assist their children in all fields of study.

To assist children in the transition from elementary school, we at I.S. 49 visit our feeder schools to introduce our school and distinctive Magnet programs. We offer parents and students an opportunity to tour our school and answer their questions. We invite our feeder school Principals, PTA Officers and Parent Coordinators for Our Annual Articulation Breakfast. Feeder schools are also invited to our annual Spring Concert during School Spirit Week. We offer our new incoming students and parents an orientation in August. Feeder school parents are invited to all yearly curriculum based workshops.

To better serve the parents of our community parent notification will include but not limit the following:

- Outreach to all parents via PTA meeting, Parent Coordinator, various newsletters, notices in different languages, telephone announcement system, updated website and information at the PTA and School Leadership Team monthly meetings, parents will be given ample opportunity to participate in their children's education.

- Literacy and Math workshops for parents (curriculum based), library workshop on Internet searching and the use of NOVEL (New York Online Virtual Electronic Library) and ESL parent meetings will inform and build upon parental involvement

- In providing parents with training, professional development and parent coordinator workshops, parents will be given the tools which will educate and provide the opportunity to assist their children in all fields of study. An increase in parent involvement will ensure our students academic success. Incorporating and encouraging parent participation in our school activities would be a motivational factor for students. Student attendance would be at a more consistent flow knowing that their parents are a part of the Dreyfus team.

The continue parent workshops have allowed us to educate the parents of the Dreyfus community to help support the students educational goal. We will continue to reach out to our community based organization in an effort to offer the parents of our community the necessary resources to support their families. Our efforts as a school to partner with our parents will ensure the success of our students.

**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>CFN</b>	District <b>31</b>	School Number <b>049</b>	School Name <b>Berta A. Dreyfus</b>
Principal <b>Linda Hill</b>		Assistant Principal <b>Denise Diacomanolis</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Patricia Conway/ESL</b>		Guidance Counselor <b>Christine Wilson</b>	
Teacher/Subject Area <b>Valerie Kimbrough/AIS</b>		Parent <b>Victoria Trombetta</b>	
Teacher/Subject Area <b>Sharon Brown/ELA</b>		Parent Coordinator <b>Ruthie Jusino</b>	
Related Service Provider <b>Lisa Buonviaggio/SETTS</b>		Other <b>Sonia Ng/teacher/translator</b>	
Network Leader <b>Dr. Lavin</b>		Other <b>type here</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		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>1</b>

### C. School Demographics

Total Number of Students in School	<b>885</b>	Total Number of ELLs	<b>86</b>	ELLs as Share of Total Student Population (%)	<b>9.72%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
- When a new admit comes to the main office, the pupil personnel secretary notifies the Assistant Principal, the ESL teacher, and the parent coordinator if the child is new to the country. All three meet with the family to discuss the program for ELLs at the school. The ESL teacher and Parent Coordinator then review all mandated documents, including the Home Language Survey, Language Preference form, and Program Choice form, with the guardians. The guardians are then brought to the Parent Coordinator's room to view the video to help them better understand their options. All necessary forms are completed at that time by the guardians. The LAB-R is administered by the ESL teacher on the student's first attend date. The pupil personnel secretary then admits the student into the proper, designated ELL class. If a new admit comes from another DOE school, the pupil personnel secretary checks ELL status in ATS and notifies the ESL teacher if the child receives those services. The ESL teacher comes down to greet the child/guardian and the pupil personnel secretary admits the student into the proper, designated ELL class. The PC is bilingual and translates for Spanish speaking families, as well as Sonia Ng, a teacher who translates for Chinese families as her PA. Any child who appears on the R-LAT and receives ELL services is administered the NYSESLAT exam yearly.
  - Guardians view the DOE video to understand all three program choices, however IS49 offers only a freestanding ESL program.
  - Entitlement letters are distributed to the mandated students in September. Each student signs that they have received their letter and dates it. A copy of the signed entitlement letter is then placed in each student's cumulative folder. The Parent survey and Program selection form are filled out and signed by the guardian at registration. A copy of everything is given to the guardian and the original is placed in the child's cumulative folder.
  - Once a child is identified as an ELL, they are placed into designated classes, according to grade and if they are IEP-driven.
  - The trend in program choices is that nearly 100% of guardians choose the freestanding ESL program.
  - Yes, the models offered at our school are aligned with parent requests.

## 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>							3	1	1					5
<b>Push-In</b>							0	2	2					4
<b>Total</b>	0	0	0	0	0	0	3	3	3	0	0	0	0	9

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	86	Newcomers (ELLs receiving service 0-3 years)	46	Special Education	40
SIFE	8	ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	9

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	46		14	31		20	9		6	86
<b>Total</b>	<b>46</b>	<b>0</b>	<b>14</b>	<b>31</b>	<b>0</b>	<b>20</b>	<b>9</b>	<b>0</b>	<b>6</b>	<b>86</b>

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

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

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
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:
Native American:	White (Non-Hispanic/Latino):
	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							24	21	16					61
Chinese							4	1	2					7
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							0	1	0					1
Arabic							2	1	2					5
Haitian							0	0	0					0
French							0	0	1					1
Korean							0	0	0					0
Punjabi							0	0	0					0

## 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
Polish							0	1	0					1
Albanian							0	1	2					3
Other							1	3	3					7
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>31</b>	<b>29</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>86</b>

## 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.

1.
  - a. Instruction is delivered through the following models: Co-teaching, Pull-out, Collaborative, and Self-Contained.
- b. The students are instructed in a block model and are grouped heterogeneously, as well as by IEP mandates, when programming permits.
2. Staff organization for ESL is done to provide all ELLs with mandated number of instructional minutes on a 6-day cycle schedule. The designated classes receive a block period of ELA, as well as ESL.
3. Content areas are delivered to each group according to DOE policies; blocks of ELA and Math, and single periods of Science and Social Studies. They are instructed in the Workshop Model in English. The instruction is provided collaboratively with the ESL provider, along with the content area teacher.
4. Instruction is differentiated for subgroups based on level.
  - a. SIFE students receive block periods of ELA in which they receive the Wilson and SYS-44 Reading programs. The seventh grade student receives the Striving Readers AIS program. They are also required to come for extended-day services.
  - b. Newcomer ELLs work with the SYS-44 AIS program in their ELA block classes. The program emphasizes reading, writing, listening, and speaking through the use of technology. Some of the seventh grade students receive the Striving Readers AIS program. All newcomer ELLs are required to come for extended-day services and work with the ESL teacher.
  - c. ELLs with 4-6 years of service work with the READ-180 AIS program in their ELA block classes. The program emphasizes reading, writing, listening, and speaking through the use of technology. Some of the seventh grade students receive the Striving Readers AIS program. All newcomer ELLs are required to come for extended-day services and work with the ESL teacher, as well as an after-school NYSESLAT test prep class.
  - d. ELLs who have completed 6 or more years of service receive block ELA periods daily. The curriculum lends itself to an emphasis on reading, writing, listening, speaking, and technology. Some of the seventh grade students receive the Striving Readers AIS program. All newcomer ELLs are required to come for extended-day services and work with the ESL teacher, as well as an after-school NYSESLAT test prep class.
  - e. ELLs with IEPs receive all modifications as mandated on their IEPs. Most are given block ELA periods with teachers who work collaboratively to enhance their reading, writing, listening, and speaking. Some IEP-driven students are pulled out to receive their services on a more individualized basis. Some classes use the Achieve 3000 Reading program to improve fluency.

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

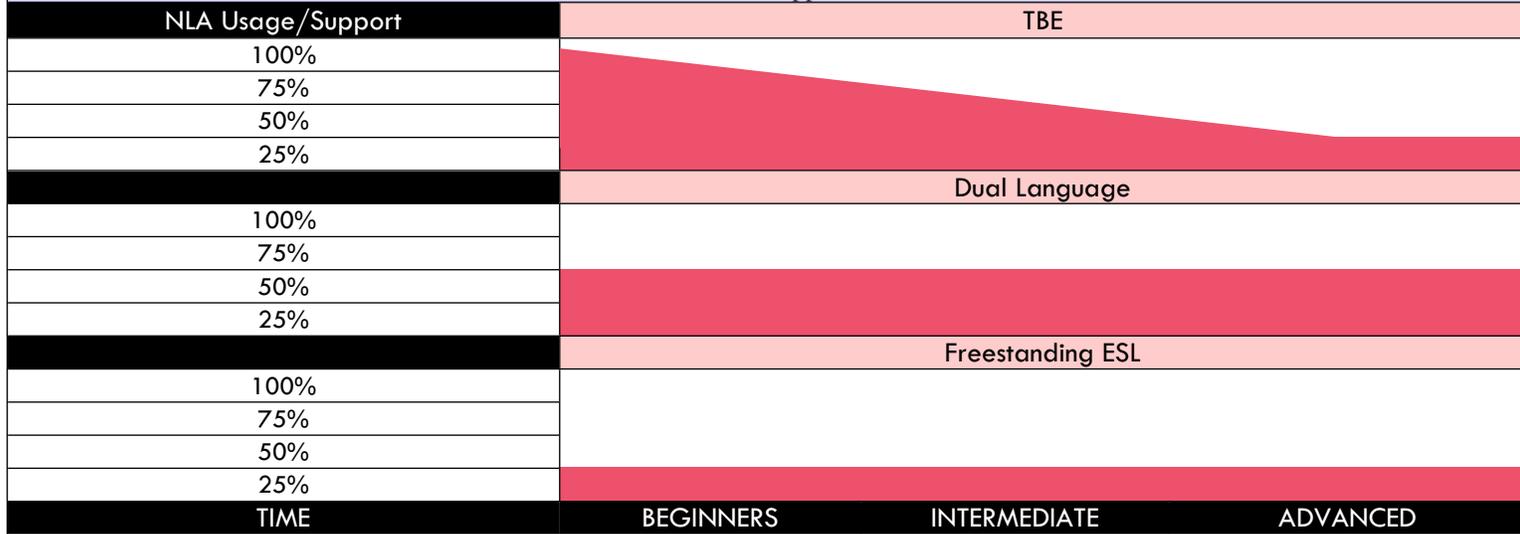
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

**Native Language Arts and Native Language Support**

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



## B. Programming and Scheduling Information--Continued

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

- The targeted intervention programs for ELA offered are: Wilson, SYS-44, 37.5 minutes, READ-180, SES, Striving Readers, and Achieve 3000. All these interventions are offered in English.
- There is an after-school program specifically for NYSESLAT test prep for continuing support for ELLs reaching proficiency on the exam.
- We are considering a "Welcome Class" for newcomers. The class will be self-contained and will contain 6, 7, and 8 graders.
- Non at this time are being considered.
- All programs are offered to ELLs equally. Letters are offered in students' home languages. After-school programs are the Jewish Community Center BEACON, NYSESLAT test prep, Francis School SES, the Dreyfus Achieve Now Academy, and the International Refugee Center's SPOTLIGHT program, which combines literacy through the arts.
- The technology programs offered are: a STEM Lab, a science technology lab, SYS-44, READ-180, and Achieve 3000, as well as Empire State NYSESLAT, NY Edits, Write Source, and author studies books.
- Letters are sent home in home language to support native language.
- Yes
- For newly enrolled incoming 6th graders, the Principal and Assistant Principal visit the feeder schools in June. In August, workshops are offered for new 6th graders and their parents.
- Spanish

## C. Schools with Dual Language Programs

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

N/A

## D. Professional Development and Support for School Staff

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

1. All OELL professional developments are open to ELL personnel. They meet together as an Inquiry Team to address instructional needs of the students. The ESL teacher offers lunch-and-learns to assist teachers with strategies to improve pedagogy. We have hired a staff developer from Fordham University to work with the content area teachers of ELL students. Personnel have been sent to professional development offered through the CFN.

- When new 6th graders transition to the school they participate in a peer buddy system to help acclimate the new 6th grader or newcomer to the country to the school.
- The 7.5 hours of ELL training will be provided during the year by our in-house teacher, Ms. Conway.

### E. Parental Involvement

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

- Parent Involvement in our school is minimal at best. Parents of ELLs work multiple jobs and rarely come to the school for conferences, PTAs, and Family Nights.
- The Jewish Community Center (JCC) Beacon is partnered with IS 49 and has provided workshops for ELL parents. We have also provided workshops for ELL parents on the state exams, social security and Medicare, as well as ESL classes for them.
- The PTA evaluates the needs of our parents through meetings and questionnaires,
- We offer many activities to address the needs of our parents, such as; workshops and Family Nights.

## 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)							9	3	12					24
Intermediate(I)							8	13	11					32
Advanced (A)							14	13	3					30
Total	0	0	0	0	0	0	31	29	26	0	0	0	0	86

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							1	2	1				
	I							3	4	3				
	A							13	5	9				
	P							18	14	21				
READING/ WRITING	B							2	10	6				
	I							13	10	9				
	A							14	4	13				
	P							6	3	5				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	16	7	1	0	24
7	19	4	0	0	23
8	18	1	0	0	19
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	10		14		4		1		29
7	12		11		2		2		27
8	11		11		0		0		22
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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?

improve reading and writing.

4a. The majority of students with IEPs score at level 1 in both subject areas. Our students are not proficient in their home language either, so they test in English.

b. The ESL teacher meets with her Inquiry Team to review results of the ELL Periodic Assessments and lesson planning is done collaboratively.

c. Our students struggle with all assessments. They are not fluent/literate in either English or their home language.

5. N/A

6. Success is evaluated through NYSESLAT and ELA results. Success is measured by how many students achieve proficiency and in what time frame.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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: 31R049**

*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:	469,074	15,255	484,329
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,584	1,695	7,279
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	27,920	*	
4. Enter the anticipated 10% set-aside for Professional Development:	55,841	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 90%
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.

Principal in collaboration with the Human Resource Liaison will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department

Through professional development afforded by the UFT contract, the school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results.

\* 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.

### **PARENT INVOLVEMENT POLICY**

At I.S. 49, we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program.

I.S. 49 focuses on promoting parent involvement, creating individual student intervention plans, implementing attendance plans, and integrating school and community resources to meet the needs of our educational community.

I.S. 49 focuses on promoting parent involvement, creating individual student intervention plans, implementing attendance plans and integrating school and community resources. With the collaboration of several community based organizations, we will provide opportunities to strengthen the home school relationship. Increasing parental and community involvement by updating the school website, phone relay, Parent Coordinator monthly workshops, monthly PTA meetings and School Leadership meetings, Parent/Teacher Conferences, and Articulation meetings.

Our objective is to achieve by June 2011 a more consistent flow of parent participation. The continued collaboration of our CBO's, and Staff at our PTA meetings, school activities and parent workshops will ensure our objective is met.

We strive to continue to increase parental involvement via the following annual events:

- Annual meeting for parents of all students who are attending I.S. 49
- Provide parents with timely information about programs in the school via flyers and newsletter
- Parent-teacher conferences
- School-wide project bulletin board
- School-based committee meetings and School Leadership Team
- Monthly PTA meetings, 6th grade Orientation and Open house
- Visit feeder schools prior to their 6th grade year to prepare for transition into intermediate school
- Articulation meetings
- High School Orientation & Workshops for General/ESL/Special Education Parents
- Parent/guardian Survey
- Parent Workshops on various subjects pertaining to outcome of Survey
- Literacy and Math workshops for parents (curriculum based)
- Library workshop for parents on Internet searching and the use of NOVEL (New York Online Virtual Electronic Library)
- Community Outreach Activities in Collaboration with Gear Up program.
- Bullying, Violence Prevention & Peer Pressure workshop in collaboration with the Guidance Department and CBO's.
- Internet Safety workshop in collaboration with Technology Department
- HIV/AIDS curriculum workshop
- ELL parent meetings and classes
- NCLB and Supplemental Education Services Orientations and Fairs
- Parent Advisory Committee Meetings
- Title 1 Parent Annual Meeting
- School Parent Coordinator
- On-Site Interpretation & Translation Services Available

ELL Parent Orientation explaining rights and responsibilities

- Family Nights
- Attendance Workshops in collaboration with Partnership with Children

- Annual Job Training & Continuing Education Workshop

- Notices will be available to parents in other languages

Our strategies to increase parental involvement through means such as family literacy services will include:

Outreach to all parents by Parent Coordinator, PTA newsletter, notices in different languages, telephone announcement system, updated website and make available PTA and School Leadership Team information, parents will be given ample opportunity to participate in their children's education.

Literacy and Math workshops for parents (curriculum based), library workshop on Internet searching and the use of NOVEL (New York Online Virtual Electronic Library) and ELL parent meetings will inform and build upon parental involvement

Providing parents with training, professional development and parent coordinator workshops, parents will be given the tools which will educate and provide the opportunity to assist their children in all fields of study.

To assist children in the transition from elementary school, we at I.S. 49 visit our feeder schools to introduce our school and distinctive Magnet programs. We offer parents and students an opportunity to tour our school and answer their questions. We invite our feeder school Principals, PTA Officers and Parent Coordinators for Our Annual Articulation Breakfast. Feeder schools are also invited to our annual Spring Concert during School Sprit Week. We offer our new incoming students and parents an orientation in August. Feeder school parents are invited to all yearly curriculum based workshops.

To better serve the parents of our community parent notification will include but not limit the following:

- Outreach to all parents via PTA meeting, Parent Coordinator, various newsletters, notices in different languages, telephone announcement system, updated website and information at the PTA and School

Leadership Team monthly meetings, parents will be given ample opportunity to participate in their children's education.

- Literacy and Math workshops for parents (curriculum based), library workshop on Internet searching and the use of NOVEL (New York Online Virtual Electronic Library) and ESL parent meetings will inform and build upon parental involvement

- In providing parents with training, professional development and parent coordinator workshops, parents will be given the tools which will educate and provide the opportunity to assist their children in all fields of study.

An increase in parent involvement will ensure our students academic success. Incorporating and encouraging parent participation in our school activities would be a motivational factor for students. Student attendance would be at a more consistent flow knowing that their parents are a part of the Dreyfus team.

The continue parent workshops have allowed us to educate the parents of the Dreyfus community to help support the students educational goal. We will continue to reach out to our community based organization in an effort to offer the parents of our community the necessary resources to support their families. Our efforts as a school to partner with our parents will ensure the success of our students.

***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.

#### School Responsibilities

I.S 49 will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet the State's student academic achievement standards as follows: IS 49 will deliver instruction based on the New York State curriculum in all subject areas. We will be in compliance with all state mandates. Teachers will follow the Scope and Sequence calendar for all subject areas and will utilize high quality, proven methodologies and strategies to help students learn. A warm and welcoming climate will prevail in every classroom and throughout the school. Students will be imbued with the school's vision and every child will be encouraged to maximize his or her potential.

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

Specifically, those conferences will be held in the fall and spring each year.

2. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: through individual student report cards distributed three times a year.

3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during daily preparation periods, PTA meetings, and parent conference days in our school building. Parents may reserve time for specific staff members by requesting an appointment.

4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parent Coordinator will encourage parents to volunteer for class trips, school events and evening meetings and activities. The PTA President and Executive Board will encourage parents to sign up as volunteers as the need arises such as Open School Week.

5. Involve parents in the planning, review, and improvement of the school's Parental Involvement Policy, in an organized, ongoing, and timely way.

6. Involve parents in the joint development of any Schoolwide Program Plan (for SWP schools), in an organized, ongoing, and timely way.

7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional

parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs all students, and will encourage them to attend.

8. 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 the parents can understand.

9. 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.

10. 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.

11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

12. Provide each parent 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 within the meaning of the term in section 200.56 of the Title I.

## **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.

The School Leadership Team meets monthly to review and address assessments made of student progress. State standardized test results from all assessments are reviewed by the School Leadership team and under the direction of the Principal are discussed at faculty meetings. Assistant Principals meet monthly with the grades and staff they directly supervise. At these meetings assessments are reviewed and discussed in relation to specific target groups and/or grades. The annual school report card is also disseminated and reviewed to provide a clear and all encompassing picture of student performance and academic need.

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.

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.

3. Instruction by highly qualified staff.

All recruited teachers will be appropriately certified wherever possible. Where they are not we will monitor their progress through Principal counseling, administrator support and Teacher Center technical assistance.

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.

Through professional development afforded by the UFT contract, the school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results.

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

Is 49 will employ the following strategies to attract highly qualified teachers:

Principal in collaboration with the ISC Operation Centers' Personnel Manager and Liaisons will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.

Principal in collaboration with the ISC Personnel Manager and Liaisons will work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities. In addition our Instructional Learning Division in collaboration with the ISC Teacher Center Literacy Leaders offers teachers a critical component to obtain 12 credits towards their master's degree.

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

The PTA holds monthly meeting that alternate between daytime and evening so every parent can be involved. Our School Leadership Team is comprised of an equal number of parents and staff to insure parent input. In addition, the school's Quality Review will involve parent input. A bi-lingual interpreter is provided at all meetings that take place in our school. Bi-lingual interpreters are hired during parent teacher conferences as well.

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.

N/A

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.

The School Leadership Team is made up of representatives of teachers. During meetings, this group, along with parent representatives and the administration, discuss and evaluate student achievement based on available academic assessments and the overall instructional program. Faculty meetings and grade meetings also present opportunities for teacher input. UFT meetings provide a closed forum for teachers to discuss any concerns about the instructional program. The Principal meets with the UFT Chapter Chairperson and representatives to discuss any matters related to the instructional program. During professional development meetings, teachers are encouraged to give feedback and share information pertinent to good decision making.

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.

Student performance is continually assessed at through portfolios including, teacher made assessments, Acuity assessment, Principal and Assistant Principal observations, and standardized testing. Students who experience difficulty in any academic area are given individualized support from classroom teachers, AIS teachers, After school programs

In addition, students scoring on level 1 or 2 are given extended day instruction. Based on need, during the school year, after school programs are made available for students at-risk in literacy and mathematics. Parent conferences are arranged to inform parents of the needs of their children and to provide specifics on the interventions provided to address student deficiencies

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.

IS 49 has coordinated and integrated Federal, State and local services programs into the daily operation of our school. The staff has been given training in violence prevention programs and technical education.

## **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	x			558,419	x	12;14-18;21,22

<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.

Title I, Part A (ARRA)	Federal	x			16,950	x	14-18
Title II, Part A	Federal			x			
Title III, Part A	Federal	x			15,420	x	12;23-24;42-53
Title IV	Federal			x			
IDEA	Federal			x			
Tax Levy	Local	x			4,400,078	x	42-53