



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** BERTA DREYFUS, I.S. 49

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 31R049

**PRINCIPAL:** LINDA HILL                      **EMAIL:** LHILL2@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ERMINIA CLUADIO

---

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Linda Hill	*Principal or Designee	
Richard Candia	*UFT Chapter Leader or Designee	
Lori Wood	*PA/PTA President or Designated Co-President	
	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	
Sherina Peterkin	Member/ Parent	
Aida Harris	Member/Parent	
Eileen Jensen	Member/Parent	
Suzanne Abramowitz	Member/Teacher	
Francesco Portelos	Member/Teacher	
Diane Monohon	Member/Teacher	
Jackie Steiner	Member/Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

*By June 2012, English Language Learners and Students with Disabilities student groups will demonstrate progress towards achieving state standards as **measured** by a 3% increase in those subgroups scoring at Level 3 & 4 on the NYS ELA assessment*

### **Comprehensive needs assessment**

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

*After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups showed increases in performance on the English Language Arts assessment, except for the ELL and SWD student groups, which have underperformed all other student groups for the past three years. As a result, we have made progress for our ELL and SWD subgroups a priority goal for the school year.*

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Activity #1**

- *Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; looking at student work, use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.*
- *Target Population(s): Teachers servicing SWDs and ELLs and students in the ELL and SWD subgroups, and all teachers*
- *Responsible Staff Members: Assistant Principals, Staff Developers (external) Data Specialist, and teachers*
- *Implementation Timeline: October 2011 through May 2012*

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- *ELA, ELL, and SWD teachers will design training modules and host ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school, whenever possible.*
- *Parent coordinator and technology teacher will create a Parent site on our webpage for parents to explore*
- *The Parent Coordinator and other available staff will attend regularly scheduled PTA meetings to share information and respond to parent questions and inquiries.*
- *The school will create and distribute a parent handbook that is translated in all the dominant languages.*
- *Parents will be trained on how to use ARIS Parent Link.*

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**

- *Administrative staff partners with local higher education institutions such CSI, Wagner College, and St. John's University to recruit potential teachers*
- *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support struggling and un-qualified teachers.*

#### **Service and program coordination**

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**

- *All SWDs and ELLs will have the opportunity to participate in Spotlight on Literacy, Achieve 3000, and Striving Readers (literacy-based programs) that are part of the overall instructional program.*
- *Students that qualify for SES will have the opportunity to participate in two school based SES programs as well a variety of at home SES opportunities*
- *IS 49 is part of the Mayor's Truancy Initiative which provides transitional coaches to mentor students*
- *All students and staff have been trained in the school wide PBIS program*

#### **Budget and resources alignment**

- **Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.**

#### **Funding Sources:**

*As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, Title IID and human resources to implement this action plan from Oct. 2011-June 2012 as indicated below:*

- *Supervisor per session (monthly)*
- *Professional instructional materials to support curriculum development during the regular school day.*
- *Consumable instructional materials for use during extended day programs.*

- *Library funds to expand the school library to include more multicultural books and high interest lower vocabulary books*
- *Teacher per session (monthly) for after school programs and differentiated professional development.*

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

- **Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**  
25% of the SWD and ELL students will show progress in the use of evidence to support researched based arguments for the DOE ELA Performance Task as measured by a 10% increased score of level 3 or 4 on written arguments, and the writing pieces that proceed the final argument across the curriculum

**Comprehensive needs assessment**

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

*After conducting a three-year trend analysis of student performance data on state assessments, particularly in the written responses, it was determined that all student groups showed increases in performance on the English Language Arts assessment, except for the ELL and SWD student groups, which have underperformed all other student groups for the past three years. As a result, we have made progress for our ELL and SWD subgroups a priority goal for the school year.*

**Instructional strategies/activities**

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
  - a) **strategies/activities that encompass the needs of identified student subgroups,**
  - b) **staff and other resources used to implement these strategies/activities,**
  - c) **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
  - d) **timeline for implementation.**

Instructional strategies: Student support will be grade/department specific and data driven. Based on ELA needs assessment data teachers will discuss in cycles of inquiry targeted ELA skills and writing supports needed for SWDs and ELLs. Teaching will support flexible, small targeted populations in areas of high need. By using the data from assessments, the teacher teams plan Common Core Standard driven instruction in reading and writing, also reflecting on the assessment data from the ELA Performance tasks. These teams' practices may be implemented grade-wide and/or school-wide.

Target population: Small targeted populations in areas of high need.

Staff and other resources: All staff

Timeline for implementation: Weekly meetings September, 2011- June, 2012

#### Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
  - *Parents will be informed that all SWDs and ELLs will participate in Spotlight on Literacy, Achieve 3000, and Striving Readers (literacy-based programs) that are part of the overall instructional program.*
  - *IS 49 is part of the Mayor's Truancy Initiative which provides transitional coaches to mentor students*

#### Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**
  - *Administrative staff partners with local higher education institutions such CSI, Wagner College, and St. John's University to recruit potential teachers*
  - *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
  - *Mentors are assigned to support struggling and un-qualified teachers.*

#### Service and program coordination

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**
  - *SWDs and ELLs will have an opportunity to participate in Spotlight on Literacy, Achieve 3000, and Striving Readers (literacy-based programs) that are part of the overall instructional program.*
  - *IS 49 is part of the Mayor's Truancy Initiative which provides transitional coaches to mentor students*
  - *IS 49 is also part of the Achieve Now Academy for overage students focusing on ELA and Math*
  - *IS 49 partners with City Harvest, Staten Island Mental Health, and PBIS to address health and quality of life issues at that school.*

#### Budget and resources alignment

- **Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.**

#### Funding Sources:

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, Title IID and human resources to implement this action plan from Oct. 2011-June 2012 as indicated below:

- *Supervisor per session (monthly)*
- *Professional instructional materials to support curriculum development during the regular school day.*
- *Consumable instructional materials for use during extended day programs.*
- *Teacher per session (monthly) for after school programs and differentiated professional development.*

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

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

Looking at CCLS and performance indicators to develop fair and accurate procedures for reporting on the achievement of Students With Disabilities.

#### **Comprehensive needs assessment**

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

A fair and accurate grading system is needed to support the goals and promotional criteria as identified on a students IEP. Current student assessment data, progress and NYS Performance Indicators will be used to develop the system.

#### **Instructional strategies/activities**

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
  - a) **strategies/activities that encompass the needs of identified student subgroups,**
  - b) **staff and other resources used to implement these strategies/activities,**
  - c) **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
  - d) **timeline for implementation.**

The school will clearly communicate the grades of SWDs and their families through a practical and understandable reporting system. Parent meeting will be offered to explain the grading system.

Strategy: aligning students Present Level of Performance, IEP goals and NYS Performance indicators, review of students NYS exam results, Acuity results for each marking period

Target population: All SWDs

Responsible Staff members: All staff servicing SWDs

Timeline for implementation: October 2011 to May 2012

#### **Strategies to increase parental involvement**

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**

*The school will clearly communicate the grades of SWDs and their families through a practical and understandable reporting system. Parent meetings will be offered to explain the grading system.*

*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 the*

*development of the grading system.*

*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 the development of the grading system.*

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**
  - *Administrative staff partners with local higher education institutions such CSI, Wagner College, and St. John's University to recruit potential teachers*
  - *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
  - *Mentors are assigned to support struggling and un-qualified teachers.*

#### **Service and program coordination**

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**

*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 the development of the grading system.*

#### **Budget and resources alignment**

- **Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.**

#### **Funding Sources:**

*As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, Title IID and human resources to implement this action plan from Oct. 2011-June 2012 as indicated below:*

- *Supervisor per session (monthly)*
- *Professional instructional materials to support curriculum development during the regular school day.*
- *Consumable instructional materials for use during extended day programs.*
- *Teacher per session (monthly) for after school programs and differentiated professional development.*

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	65	90	15	12	20	9	10	15
<b>7</b>	80	65	19	22	32	7	5	15
<b>8</b>	45	40	25	23	25	5	12	15
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	Achieve 3000 Computer assisted small groups PowerMyLearning.com computer assisted tutoring Striving Readers reduced class size Value Added Time small group tutoring DANA (Dreyfus Achieve Now Academy) after school Credit recovery small group tutoring BEACON after school HW help and tutoring SES on site tutoring after school
<b>Mathematics</b>	vMathlive Computer assisted small groups PowerMyLearning.com computer assisted tutoring Value Added Time small group tutoring DANA (Dreyfus Achieve Now Academy) after school Credit recovery small group tutoring BEACON after school HW help and tutoring SES on site tutoring after school after school
<b>Science</b>	PowerMyLearning.com computer assisted tutoring Value Added Time small group tutoring DANA (Dreyfus Achieve Now Academy) after school Credit recovery small group tutoring BEACON after school HW help and tutoring SES on site tutoring after school
<b>Social Studies</b>	PowerMyLearning.com computer assisted tutoring Value Added Time small group tutoring DANA (Dreyfus Achieve Now Academy) after school Credit recovery small group tutoring BEACON after school HW help and tutoring SES on site tutoring after school
<b>At-risk Services provided by the Guidance Counselor</b>	Mediation program Small group at risk sessions 1:1 at risk sessions Restorative Circles

<b>At-risk Services provided by the School Psychologist</b>	Small group at risk sessions 1:1 at risk sessions
<b>At-risk Services provided by the Social Worker</b>	Small group at risk sessions 1:1 at risk sessions
<b>At-risk Health-related Services</b>	City Harvest nutrition sessions

## **DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

---

## **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 2012 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 bulletin board video display
- 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
- Community Outreach Activities in Collaboration with Gear Up program.
- Bullying, Violence Prevention & GRP (General Response Protocols) 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 the Mayor's Truancy Initiative
- 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.

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.

- 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 communitybased 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.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**MARCH 1, 2012**

**School DBN: 31R049 School Name: Bertha Dreyfus**

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

---

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
    - **3-8 ELA: All SWD, Black; Hispanic; Econ Disadv LEP**
    - **3-8 Math: All SWD, Black; Hispanic; White; Econ Disadv LEP**
  2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
    - **Data Driven Inquiry- 5 Teachers Per Session for analyzing student data and using it to drive instruction for SWD Tuesday-Thursday from 9 am to 12 pm (9 hours per teacher)**
    - **Data driven Inquiry: 10 Teachers Per Session for analyzing student data and using it to drive instruction for ELL's. (12 hours per teacher)**
    - **Common Core State Standards Professional Development Provider (contracted vendor) to support teachers to align and map curriculum to CCLS to address Comprehensive All Students Black Hispanic Econ Disadv LEP SWD**
    - **Common Core Standards - 15 Teacher Per Session for teachers to align and map curriculum to CCLS to address All Students Black Hispanic Econ Disadv LEP SWD (4 hours per teacher)**
    - **APPR Professional Service Provider (contracted vendor) to provide PD to teachers on structured learning objectives and best practices to address All Students Black Hispanic Econ Disadv LEP SWD**
- 

### **Part B: For Title I SINI Schools Only**

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 will be used to remove the school from school improvement. **10% of Title 1 funds will be used to fund an Assistant Principal. Assistant Principal will provide professional development on a researched based framework to support teacher practice and increase student achievement to address the academic area identified.**
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development. **All new teachers will be enrolled in the DOE Mentor Tracking System. Quality Mentoring will provide a research based framework of best teacher practices and high quality professional development. School administrators will monitor and track new teacher's ongoing professional development progress through the Mentor Tracking System**
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. **By January 31, 2012, parents will be notified by letter of the school's identification for school improvement. All school letters will be translated and distributed into a language the parents can understand**



**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 211</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 Lopez</b>	
Teacher/Subject Area <b>Sharon Brown/ELA</b>		Parent <b>type here</b>	
Teacher/Subject Area		Parent Coordinator <b>Ruthie Jusino</b>	
Related Service Provider <b>Lisa Buonviaggio/SETTS</b>		Other <b>Sonia Ng/teacher/translator</b>	
Network Leader <b>Jean McKewon</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	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>865</b>	Total Number of ELLs	<b>82</b>	ELLs as Share of Total Student Population (%)	<b>9.94%</b>
------------------------------------	------------	----------------------	-----------	---	--------------

## 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.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. When a new admit comes to the main office, the pupil personnel secretary, Ms. Trapani, notifies the Assistant Principal, Ms. Diacomanolis, and the ESL teacher, Mrs. Conway, 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 then reviews all mandated documents, including the Home Language Survey, Language Preference form, and Program Choice form, with the guardians. The guardians are then brought to Mrs. Conway's room to view the orientation 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.
2. Guardians view the DOE video to understand all three program choices; however IS49 offers only a freestanding ESL program.
3. 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.
4. Once a child is identified as an ELL, they are placed into designated classes, according to grade and if they are IEP-driven.
5. The trend in program choices is that nearly 100% of guardians choose the freestanding ESL program.
6. 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	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0

<b>Freestanding ESL</b>														
<b>Self-Contained</b>							1	1	1					3
<b>Push-In</b>							1	1	2					4
<b>Total</b>	0	0	0	0	0	0	2	2	3	0	0	0	0	7

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

Number of ELLs by Subgroups					
All ELLs	82	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	40
SIFE	8	ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	16

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	35	6	10	31		21	16		9	82
<b>Total</b>	<b>35</b>	<b>6</b>	<b>10</b>	<b>31</b>	<b>0</b>	<b>21</b>	<b>16</b>	<b>0</b>	<b>9</b>	<b>82</b>

Number of ELLs in a TBE program who are in alternate placement: 2

**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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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 L
Spanish							15	17	23					55
Chinese							2	4	1					7
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							0	1	1					2
Arabic							2	1	1					4
Haitian							1	2	0					3
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	0	1					1
Albanian							0	1	1					2
Other							3	2	2					7
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23</b>	<b>28</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>82</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.

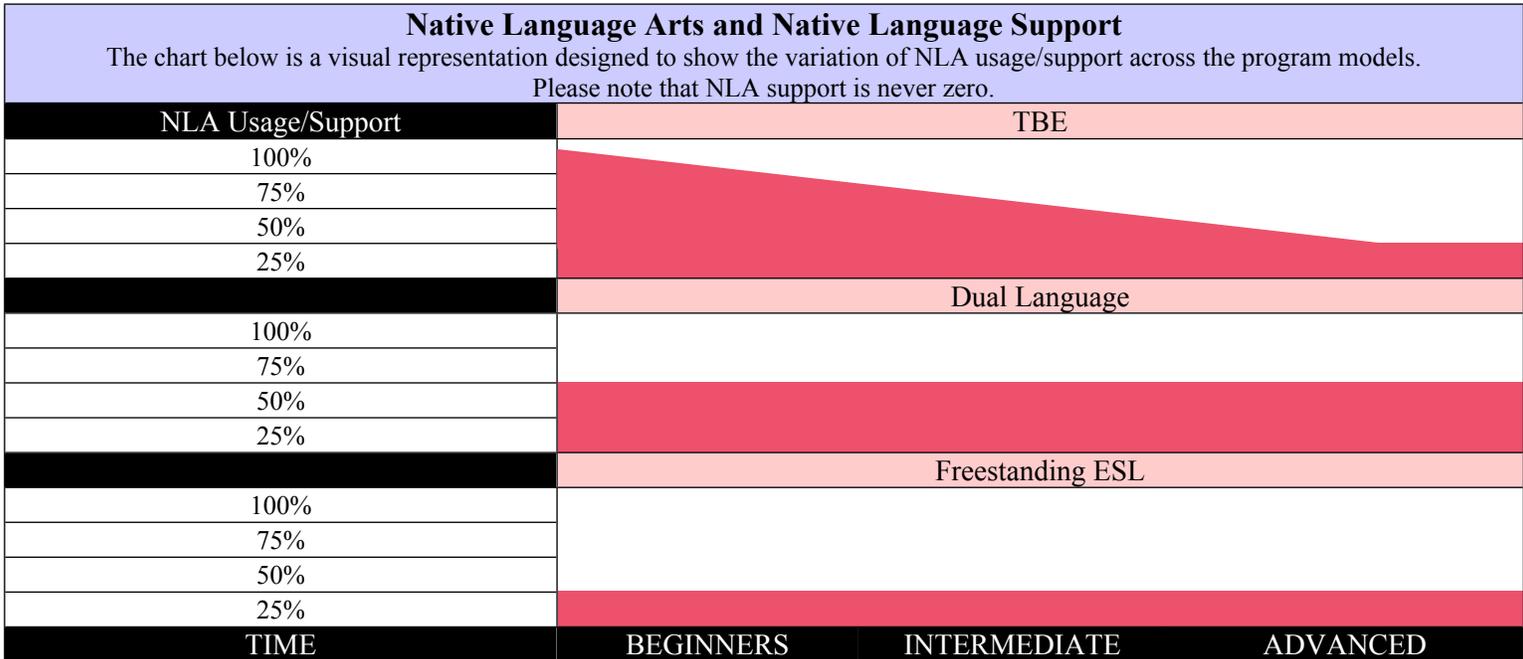
1.
  - a. Instruction is delivered through the following models: Co-teaching, Pull-out, Collaborative, and Self-Contained.
- b. The students are instructed in a block model and are grouped heterogeneously, as well as by IEP mandates, when programming permits.
2. Staff organization for ESL is done to 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.

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

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



## B. Programming and Scheduling Information--Continued

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

5. 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.
6. There is an after-school program specifically for NYSESLAT test prep for continuing support for ELLs reaching proficiency on the exam.
7. We are considering a "Welcome Class" for newcomers. The class will be self-contained and will contain 6, 7, and 8 graders.
8. Non at this time are being considered.
9. 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 Refuge Center's SPOTLIGHT program, which combines literacy through the arts.
10. 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.
11. Letters are sent home in home language to support native language.
12. Yes
13. 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.
14. Spanish

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

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.

3. Mrs. Conway holds monthly meetings for all content-area teachers who teach ELLs. They discuss strategies and best practices.

### E. Parental Involvement

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

1. 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.

2. 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.

3. The PTA evaluates the needs of our parents through meetings and questionnaires,

4. 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)							3	10	4					17
Intermediate(I)							7	6	14					27
Advanced (A)							13	12	13					38
Total	0	0	0	0	0	0	23	28	31	0	0	0	0	82

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

	<b>A</b>													
	<b>P</b>													
READING/ WRITING	<b>B</b>													
	<b>I</b>													
	<b>A</b>													
	<b>P</b>													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	12	7			19
7	15	6			21
8	13	15			28
NYSAA Bilingual Spe Ed				2	2

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	7		12		3				22
7	8		13		5				26
8	11		12		5		1		29
NYSAA Bilingual Spe Ed							2		2

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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**

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

## 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		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **31R049** School Name: **Berta Dreyfus. I.S. 49**

Cluster: **2** Network: **211**

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

**Part A: Needs Assessment Findings**

---

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

I.S. 49 uses the Home Language Survey to assess the school's written and oral interpretation needs. The school also uses the Language Identification guide from OFEA to determine the language needs of parents. The school uses the Translation Unit dial services for interpretations needed.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The school requires translations in Spanish, Chinese, and Arabic. This is communicated to the school community via letters sent home and our own school wide email system.

## Part B: Strategies and Activities

---

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

Written notifications in Spanish, Chinese and Arabic are sent home to identified students/parents. We have staff in the school that speak Spanish (PC), Chinese (teacher), and Arabic (para) that, at times translate written information sent to parents. We also use the DOE translation services to translate written information (in advance) to be sent home.

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

We have staff that speak the three major languages of the students in our school, Spanish (PC and staff), Chinese (teachers), and Arabic (paras)

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>.

I.S. 49, consistent with the Chancellor's Regulation A663, provide translation and interpretation services to all parents who require language assistance in order to communicate effectively with the Department. However, parents may choose to rely on an adult friend/companion or relative for language and interpretation services. The Parents Bill of Rights and Parenta Involvement Plan are provided out on websites and in our Parent Handbook located in the student Agendas. Interpretation signs are located in the Main Lobby, the Parent Cooridnator's office, and in the Main Office.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Berta A. Dreyfus	DBN:
Cluster Leader: Charles Amundsen	Network Leader: Jean McKeon
This school is (check one):    ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school      ✱After school      ✱Saturday academy      ●Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ●K    ●1    ●2    ●3    ●4    ●5 ✱6    ✱7    ✱8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The after-school program will be NYSESLAT preparation and testing. The program will begin on March 5th, 2012 and run through May 23rd 2012, totalling 23 sessions. We will target ELLs whose last year's total NYSESLAT scores were 80 or higher, in all three grades - 6, 7, and 8, totalling 51 students. The primary focus will be Reading and Writing, as these are where our students are most deficient, however, we will also be addressing Speaking and Listening. The program will meet two days a week Mondays and Wednesdays and run from 2:30 - 4:30. There will be three certified teachers working with small groups: one for students who scored between 80-87; one group for students who scored between 88 - 95; and the last group for students who scored 95 or higher, and then each will have a grade (6,7,8) they are responsible for testing when the NYSESLAT begins. One teacher is ESL and the other two are Special Education teachers because of our extremely high percentage of SWDs. The instruction will be in English and we will be using the Finish Line for ELLs, English Proficiency Practice for grades 6, 7, and 8.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: \$4,000.00 will be set aside for substitute teachers when teachers of ELLs are sent out of the building for professional development. The professional developments are offered through the CFN and OELL. Two teachers will be sent each month to the offered workshops. We will need 24 - 30 substitutes.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

**Part D: Parental Engagement Activities**

Begin description here: We will hold two Saturday academies on 3/24/2012 and 5/12/2012 for parents in need of ESL classes. Our certified ESL teacher will instruct our parents on speaking English. It will be from 10:00 - 1:00 both days. A light lunch will be served. Parents will be invited to our ELL party on 5/30/2015 to celebrate the hard work of their students at the end of the after-school program. Parents are encouraged to join in our Academy trips with their ELLs and will be paid for. In the school, workshops for parents include an orientation, the ELA exam, The NYSESLAT exam, resume writing, and understanding the CCLS.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

