



I.S. 068 ISAAC BILDERSEE

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: I.S. 068 ISAAC BILDERSEE
ADDRESS: 956 EAST 82 STREET
TELEPHONE: 718-241-4800
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331800010068 **SCHOOL NAME:** I.S. 068 Isaac Bildersee

SCHOOL ADDRESS: 956 EAST 82 STREET, BROOKLYN, NY, 11236

SCHOOL TELEPHONE: 718-241-4800 **FAX:** 718-241-5582

SCHOOL CONTACT PERSON: Merve Williams **EMAIL ADDRESS** MWillia24@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Merve Williams

PRINCIPAL: Merve Williams

UFT CHAPTER LEADER: Joseph Surpris

PARENTS' ASSOCIATION PRESIDENT: Sonya Riley

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 18 **CHILDREN FIRST NETWORK (CFN):** Children First Network

NETWORK LEADER: JULIA BOVE/Jose V. De La Cruz

SUPERINTENDENT: BEVERLY WILKINS

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
Merve Williams	Principal	
sonya Riley	PA/PTA President or Designated Co-President	
Joseph Surpris	UFT Chapter Leader	
Diane Sadowski	UFT Member	
Betty Picpican	UFT Member	
Sylvia Harrow	Parent	
Watson Mareus	UFT Member	
Mariette Best	Parent	
Bernadette Bryan	Parent	
Mary Iorio	Parent	
Reginald Simeon	UFT Member	
Rachelle St. Louis	UFT Member	
Tim Boston	Parent	

* 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.

School Vision and Mission

Vision

We, the students, parents, and staff, are a collaborative learning community that pursues excellence in everything we do. We are independent thinkers who value teamwork and rely on each other for support and to solve problems. We aspire to achieve academic advancement by integrating technology and sharing our best practices. We develop and nurture strong social and emotional competencies enabling us to be great today but better tomorrow. We are a middle school that produces resilient leaders who soar like eagles. We are three academies and one learning community for excellence!

Mission

- To support, develop and produce responsible adolescent learners who are adequately prepared to succeed in high school and the world at large.
- To provide each student the opportunity to grow socially, intellectually and academically in a safe, nurturing environment that emphasizes self-esteem building through positive reinforcement.
- To fully educate our students in the fundamentals of critical thinking, problem solving, interpersonal relations, and communication, both verbally and in written form, so that they are prepared to do exceedingly well in various careers over their lifetime.
- To engage, support, and partner with our parents to promote self-discipline, pride, respect and sustained character development.
- To implement a rigorous and exciting curriculum that is supported by interdisciplinary, project-based initiatives and technology integration that will enable our teachers to meet the diverse learning styles and needs of all of our students.
- To enrich the lives of students by providing opportunities to participate in before/after school and Saturday extra-curricular activities that suits the needs of our parents and children.
- To encourage the participation in and the appreciation of the arts and various careers via our three themed academies which are:
 1. The Academy of Entrepreneurship and Law
 2. The Academy of Urban Planning and Environmental Design
 3. The Academy of Global, American and Community Connections

Isaac Bildersee Intermediate School 68 is a middle school located in the Canarsie section of Brooklyn. Based on our most recent data from ATS, our school serves 1000 students in a child centered, highly structured, stimulating learning environment. There are nine 6th grade classes, ten 7th grade classes, eleven 8th grade classes, eight self-contained Special Education classes, and two newcomers ESL classes. The school was built in 1963, yet it still maintains a modern appearance and is generally in good repair. It has three floors, a basement, an adequate gym, lunchroom, and auditorium facilities. It also has the availability of an adjacent Department of Parks yard. The

school has undergone major renovations, which included a new roof, new windows, and masonry work. Construction for a new library/media center was completed in February 2007, which is now fully functioning.

In September 2004, IS-68 as part of our restructuring plan was awarded a CSR Grant because we were identified by the state of NY as a school in need of improvement due to our 8th grade ELA performance. We are currently a school in restructuring advanced-focused as defined by federal Title I Status. The school began its restructuring process by reorganizing into three horizontal academies. Each academy has a 6th, 7th, and 8th grade team and a dedicated Assistant Principal, guidance counselor, behavior management specialist, security guard, and a school aide. Each academy occupies one floor of our building and each team occupies a group of geographically contiguous rooms. A group of core subject teachers and four classes in the same grade level form a team. In June 2005, each academy established themselves as themed academies, which will enrich the educational program. Common preparation periods are programmed in order to allow team teachers to meet. Interdisciplinary and departmental teams of teachers have resulted in more effective instruction for our students. Student behavior, attendance, and lateness have improved due to the nurturing environment of a smaller learning community since 2004.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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									
School Name:	I.S. 068 Isaac Bildersee								
District:	18	DBN #:	18K068	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<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 checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		90	92.3	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		91.4	90.01	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	361	295	278	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	365	373	319		60.3	66	80.7		
Grade 8	384	400	397						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		13	28	TBD		
Grade 12	0	0	0						
Ungraded	6	4	3	Recent Immigrants - Total Number:					
Total	1116	1072	997	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					30	30	22		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	87	94	94	Principal Suspensions	128	227	TBD		
# in Collaborative Team Teaching (CTT) Classes	31	23	27	Superintendent Suspensions	41	32	TBD		
Number all others	58	84	69						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	74	87	91	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	2	15	Number of Teachers	82	87	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	26	28	TBD
				Number of Educational Paraprofessionals	10	6	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	20	14	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	78	73.6	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	61	62.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	78	78	TBD
American Indian or Alaska Native	0.3	0.2	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	93	95.2	TBD
Black or African American	91.1	91.2	91.1				
Hispanic or Latino	4.8	5.3	5.8				
Asian or Native Hawaiian/Other Pacific Isl.	1.4	1.5	1.1				
White	2.3	1.8	1.7				
Multi-racial							
Male	54.6	55.9	56.1				
Female	45.4	44.1	43.9				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)	<input type="checkbox"/>						
Improvement Year 1	<input type="checkbox"/>						
Improvement Year 2	<input type="checkbox"/>						
Corrective Action (CA) - Year 1	<input type="checkbox"/>						
Corrective Action (CA) - Year 2	<input type="checkbox"/>						
Restructuring Year 1	<input type="checkbox"/>						
Restructuring Year 2	<input type="checkbox"/>						
Restructuring Advanced Basic Comprehensive <input type="checkbox"/>	<input checked="" type="checkbox"/>						
Focused <input checked="" type="checkbox"/>							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	X			ELA:			

Math:	Y	Math:	
Science:	Y	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	Ysh	√					
Limited English Proficient	X	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	85.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	23.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	46.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and 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?

Isaac Bildersee is a school rated "C" based on our 2009 Progress Report. We currently have 18% of our students performing on or above proficiency in ELA, 27% of our students performing on or above proficiency in mathematics and 39% of our students performing on or above proficiency in Science. Based on our Quality Review three years ago, we were "proficient" in the areas of gathering data, planning and setting goals, aligning instructional strategies to goals, monitoring and revising school structures, and rated as "well developed" in the area of aligning capacity building to goals, with an overall rating of "proficient".

Our strengths include:

- Ø The development of our small learning communities, which meet weekly to collaborate to make decisions about instruction and identify and address specific student needs. This includes our department teams, which meet weekly and our grade teams, which meet multiple times each week.
- Ø A strong commitment throughout the school to provide the best for students
- Ø The principals' and assistant principals' vision, positive attitudes and strong leadership help move the school forward
- Ø Our student tracking system and checks on students' academic gains have accelerated student progress
- Ø We have effectively used data to identify students' individual needs and to support a modified curriculum for those who need it.
- Ø We have made good use of the talents of staff by involving them in collaborative discussion and decisionmaking about testing and diagnosing students' needs.
- Ø Our small group instructional programs meet the needs of special education students and English language Learners well.
- Ø We have established strong partnerships with industry and commerce that support the work of the three academies effectively.
- Ø We have implemented strong procedures that promote high attendance
- Ø Our students feel valued and respected in the school environment. We have adopted a Positive Behavior Intervention and Supports (PBIS) system to identify and address non-desired behaviors and support and encourage desired behaviors in our school community.

Some of the areas that we are continually improving include:

- Ø Strengthening the use of assessment data to ensure that teachers use differentiated tasks, well matched to student performance in lessons.
- Ø Increase student proficiency in the understanding and use of “academic language” with a focus on vocabulary building in and across the content areas.
- Ø Ensuring that staff members receive guidance on how to use available data systems.
- Ø Building in interim student goals to keep an accurate check on students’ progress.
- Ø Helping students to structure their academic goals, so that they know clearly what they need to do to improve their work.

Based on an analysis of our progress report data, our schools’ overall results for the 2009-2010 school year was a high “C” with a score of 39.4. In the category of School Environment, we received a score of 5.2 out of 15. In the category of Student Performance, we received a score of 5.1 out of 25. In the category of Student Progress, we received a score of 27.3 out of 60. We received an additional credit of 1.75 points for the increased performance of our high needs students in closing the achievement gap.

Based on the results of our 2009-2010 School Environment Survey, in the area of Academic Expectations we received a score of 7.3 out of 10, in the area of communication we received a score of 6.4 out of ten, in the area of Engagement we received a score of 6.7 out of 10, and in the area of Safety and Respect we received a score of 6.5 out of 10. Based on this report we have identified two areas that are in need of improvement. These areas include providing parents written information on what their children are expected to learn and providing a comprehensive social and emotional competency curriculum for students in order to increase positive behaviors around safety and respect.

We are currently a Title I school in restructuring (advanced-focused). We were identified in 2004 for restructuring for ELA for our students with special needs and our students with limited English proficiency. According to our 2009-2010 school accountability report, we have not made AYP in ELA for any of our subgroups of students. In mathematics, we made AYP for all subgroups of students. In Science, we have also made AYP for all subgroups of students.

Based on the student performance and student progress measures for the 2009-2010 school year, we have an overall 18% of students performing on or above the level of proficiency (Level 3) in English Language Arts. We also found a continued gap in the achievement of our English Language Learner sub-group, which did not make adequate yearly progress in ELA in 2009 or 2010. We have seen an increase in performance for our students with limited proficiency in English in 2008 where this sub-group made AYP by surpassing the safe harbor index of 103 with a performance index of 117. Based on these results we have a continued focus on addressing the needs of these students.

Based on preliminary student performance and student progress measures for the 2008-2009 we have achieved an overall 27% of students performing on or above level in Mathematics. We have seen an increase in performance by our students with special needs as well as our students with limited English Proficiency in Mathematics. All groups exceeded their performance AMO as per the New York State accountability preliminary report.

Based on our school-wide learning walks, we have seen significant growth in the staff’s basic understanding and implementation of differentiated instructional strategies. Individualized instruction with the use of supporting data will remain a priority with intense professional development as a focus.

We have had significant success in 2009 in moving students performing at level one on the state ELA and Math exams to levels two and three. This was the result of intense support provided to our students who are most in need in the form of intervention and remediation. We have identified a trend

of some of our higher performing students showing less progress due to a need for additional services designed to suite their unique needs. We have identified a gap in the support being provided for our high performing students in ELA and Mathematics. While classroom instruction and additional services offered are adequately supporting lower functioning students, we need to differentiate our academic programs that focus on rigor.

Intensive instruction in reading and writing, problem solving and critical thinking skills must be reinforced along with essential test taking strategies. We will also utilize Title III funds to provide targeted instruction in reading to students with limited English proficiency through the Achieve3000 literacy program.

We are dedicated to providing individualized learning experiences for our children and have made great gains in the form of differentiated instruction based on student data. Through in-house professional development and periodic learning walks, we have identified best practices within our community and begun the process of further developing and spreading them. Despite a strong culture of professional development, we found a gap in the quality of teacher collaboration that focused on developing and/or changing instructional practices based on the use of a wide variety of student data, specifically student goals and the monitoring of those goals.

This year we have refined our instructional focus in the core content areas for better alignment with the state and common core standards. We are utilizing our common meeting times to assist teachers with creating lessons that address the critical standards identified by the national and state governments. We have also adopted a school-wide focus on vocabulary and content literacy. We have hired a consultant from the Association for Supervision and Curriculum Development (ASCD) to assist us with supporting content literacy in the classroom.

In providing adequate support to every child in our school, we have mandated all level 1 students to attend advisory Monday through Wednesday of each week. Our Level 2 students have been targeted for our SES programs, which include Liberty Learning Labs, where the Achieve3000 reading program is used, and NYC Learning Academy where skills based materials are used to provide remediation for our students. We created an in-house after school program designed specifically for our level 3 and 4 students using 21st Century grant funds.

We have purchased a research based testing program to supplement daily instruction in ELA and Math during the day for all students.

Some of the anticipated barriers include a lack of resources to fund additional intervention programs. We have suspended our pull-out intervention program due to budget cuts. Because of this, we can no longer offer intervention services during the day.

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.

Annual Goal	Short Description
<p>□□□□□□□□ 1. By May 2011, increase the number of students with Limited English Proficiency performing at level 3 and 4 by 10% based on the NYS standardized assessment.</p>	<p>□ As referenced in our needs assessment, a gap in achievement for ELL students caused a failure to make AYP in ELA. This goal is designed to address this need and provide additional targeted support to this sub-group.</p>
<p>□□□□ 2. By March 2011, increase the ability of our Special needs students to determine the meaning of unfamiliar words by using a variety of evidence based techniques through explicit, direct instruction, by 10% based on the Acuity Periodic assessment.</p>	<p>□ Through our in-house work with our inquiry team we have identified a need to provide additional support to our students with special needs in the area of vocabulary. This goal is designed to address this need in providing the fundamental skills needed to be successful in ELA.</p>
<p>□□□ 3. By June 2011, increase the percentage of students performing at level 3 and 4 by 5% inclusive of general education students, ELLs and Students with Disabilities by way of rigorous and differentiated instruction as informed by diagnostic/formative, summative and periodic assessments.</p>	<p>□ This goal is designed to meet our target of 75% of all students performing at levels 3 and 4 in Math school-wide. We have made sharp increased in students performing on and above level in Mathematics in the past two years thus leading us to achieving an “A” for our 2009 Progress Report.</p>
<p>□□□□□□ 4. By June 2011, the Social Studies department will strengthen and improve the use of common assessment data to ensure that all Social Studies teachers use differentiated tasks, well matched to student performance in lessons.</p>	<p>□□ Social Studies teachers will gather, analyze and use data to drive their instruction.</p>
<p>□□□□□□□□ 5. By June 2011, increase the number of Limited English Proficient students performing</p>	<p>□ Analysis of our 2010 school report card revealed a gap in performance of our students with</p>

<p>at level 3 and 4 by 5% on the NYS Science exam.</p>	<p>Limited English Proficiency. This goal addresses this area of need and aims to decrease the achievement gap of our students who are most in need.</p>
<p>□6. □□□The administrative staff will implement specific measures and programs that will help decrease our school-wide level 4 and 5 infractions by 10% by June 2011.</p>	<p>□□Based on our internal review and comprehensive occurrence report we have sustained a high number of principal and superintendent suspensions. We plan to reduce these by instituting a school-wide PBIS system.</p>

SECTION VI: ACTION PLAN

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

English Language Arts

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>□□□□□□□□1. By May 2011, increase the number of students with Limited English Proficiency performing at level 3 and 4 by 10% based on the NYS standardized assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>□□</p> <p>The ELA teachers will improve the level of instruction by effectively using data to inform and drive instruction for all LEP students. Ed Performance Series will be administered to all students twice per year in order to identify student deficits and measure student growth. Results of this assessment will allow for the identification of students with similar concerns in order for the teacher to create differentiated lessons to address student needs. These students will be closely monitored and receive differentiated lessons and AIS support where necessary. Identified higher functioning students will have access to Renzulli, Study Island and other web based instructional programs</p> <p>Strategies that address differentiation of instruction include weekly professional development sessions that are focused on using specific data and student work to drive instructional planning for ELL’s. This weekly Common Planning Time (CPT) will be used to highlight differentiation of instruction within author/genre studies, as well as address continuity of instruction. School wide “differentiation days” will be included throughout the year.</p> <p>Our weekly common planning professional development sessions will ensure that consistency of instruction takes place in ELA classrooms through teacher focus on our author/genre studies, shared, guided and independent reading and writing, and the how and why of small and whole group instruction, These planning sessions will also focus on our thematic curriculum units, word study, and best practices in delivering differentiated</p>

	<p>instruction to English Language Learners, all delivered through the reading/writing workshop model. All ELA classrooms will contain leveled classroom libraries by genre, and the requirement to read 25 books per year will provide a balanced approach to literacy. ASCD will support professional development in support of our schoolwide focus on vocabulary instruction in the content areas.</p> <p>Staff members responsible for these activities include all ELA teachers, ELA Coaches, SETSS and AIS teachers, which will be supported and monitored by the Assistant Principal of literacy, Ms. Ikhlas Abdullah.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> By using the new Common Core Standards (CCS) in addition to the New York State standards in English Language Arts, as well as in house professional development and collaboration with outside consultants such as SESIS PDS we will provide targeted professional development to our ELL and general education teachers in order to assess and address the unique needs of this student population. We will utilize Title I funds to offer per session to teachers attending these sessions.</p> <p>Budget</p> <p>We will use C4E funds to sustain the additional class we created for our newly arriving English Language Learners.</p> <p>We will utilize Reso A grant funds to create a resources center equipped with computers to administer the Achieve3000 program during the day as other research based computer adaptive programs to targeted students. The Acuity periodic assessment system as well as student promotional folders will be used as a formative guide to drive instruction and measure student growth over time. The Renzulli online instructional tool will be used for targeting higher performing students and providing differentiated enrichment to supplement regular class instruction in ELA. Title I corrective action funds will be used to purchase additional resources and supplies to support instruction for this targeted population through technology. We will utilize support our CFN network to provide additional professional development to our ELA staff members in effective strategies for LEP Students.</p> <p>Title III funds will be used to support our afterschool enrichment program for targeted LEP students in reading and writing.</p> <p>SIG grant funds will be used to acquire the services of ASCD and purchase student licenses</p>

	for the Achieve3000 program.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Indicators of Interim Progress: <ul style="list-style-type: none"> · 5% increase in students performing on or above level based on analysis of Edperformance periodic assessment administered twice per year and student work on a quarterly basis. · 5% increase in students performing on or above level based on analysis of the ELL periodic assessment administered and analyzed through Pearson twice per year. · Analysis of student achievement of performance goals based on targeted benchmarks. · Performance on the NYS ELA standardized exam in 2010.

Subject Area
(where relevant) :

Special Needs

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2. By March 2011, increase the ability of our Special needs students to determine the meaning of unfamiliar words by using a variety of evidence based techniques through explicit, direct instruction, by 10% based on the Acuity Periodic assessment.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <p>Our special needs students will receive intervention from a number of programs. Our advisories will be used to provide additional support to students in determining meaning for words they are unfamiliar with.</p> <p>A part time coach has been identified to assist Sped teachers with specific literacy strategies and differentiation in their classrooms. The coach will push-in classes to support</p>

	<p>teachers in providing differentiated instruction for students in developing content specific vocabulary. The coach will also provide professional development for special needs teachers in providing targeted instruction to students based on specific needs.</p> <p>Special Education Teacher Support Services (SETSS) and speech instruction will continue with literacy based instruction for mandated students. Karen Leone, SE-SIS from our LSO will deliver professional development and work in classrooms with teachers to assist them with meeting differentiated student needs. Our in house after school AIS program, as well as Academic Advantage, the SES program in our building after school and on Saturdays will also continue to address our at risk population.</p> <p>We have identified a school-wide focus on vocabulary. Special education as well as general education teachers will meet weekly to share and discuss effective strategies of developing content literacy.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>By using the New York State standards in English Language Arts as well as in house professional development and collaboration with outside consultants such as SE-SIS. We will provide targeted professional development to our Sped and general education teachers in order to assess and address the unique needs of this student population We will utilize a resources center equipped with computers to administer the Read 180 program during the day to targeted students. The Acuity periodic assessment system as well as student promotional folders will be used as a formative guide to drive instruction and measure student growth over time. The Renzulli online instructional tool will be used for targeting higher performing students and providing differentiated enrichment to supplement regular class instruction in ELA. School Grant funds in order to hire the Special Education Coach.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>Indicators of Interim Progress:</p> <ul style="list-style-type: none"> · 5% increase in students performing at or above level in the area of determining the meaning of unfamiliar words based on the ACUITY periodic assessment administered twice per year. · Analysis of student achievement of performance goals based on targeted benchmarks. · Performance on the NYS ELA standardized exam in 2010.

**Subject Area
(where relevant) :**

Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>□□□ 3. By June 2011, increase the percentage of students performing at level 3 and 4 by 5% inclusive of general education students, ELLs and Students with Disabilities by way of rigorous and differentiated instruction as informed by diagnostic/formative, summative and periodic assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>□ Professional Development : PD will be given on the following topics: Creating and analyzing data gathered from formative and summative assessments, critical analysis of Acuity data, standardized test item task analyses, effective planning using newly purchased picture dictionaries for ELLs, SMART student goals and real-world/highly engaging motivations for lessons. Target Population(s) : Mathematics teachers of general education students, ELLs and special education students Responsible Staff Members : Dennis Herring, Jr., Assistant Principal for mathematics and Mark Firester, Mathematics Coach Implementation Timeline : September 2010 through May 2011</p> <hr/> <p>Teachers will create differentiated work period tasks for students who scored between 639 and 649 and 650 and 660 using various supplemental materials and texts. Those students will also attend an SES program designed to assist them in achieving and maintaining a performance level of at least 3, respectively. The program will embrace diagnostic and formative assessment results which will drive the course of focused instructional delivery. Throughout the year, the assistant principal for mathematics and the mathematics coach will provide the aforementioned professional development as well as direct teachers in analyzing data from common assessments which will be provided for teachers in September, 2010. Common planning meetings will provide time for teachers to collaborate and share best practices, develop strategies for remediation based on student work and compose differentiated lesson plans. Every common planning session will include student work analysis.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□ □ Teachers' programs have been designed to accommodate the aforementioned sessions in which they will analyze student work and data from various assessments on a weekly basis. Teachers will meet by grade during one of their professional periods to ensure alignment and pacing of the mathematics performance standards. Using New York City's core mathematics curriculum and various supplemental texts, we plan to significantly increase teachers' ability to consistently plan and deliver standards-based instruction in conjunction with various data. As these are professional periods, there are no OTPS or per session budgetary needs associated with these sessions.</p> <p>Budget</p> <p>Title III funds will be used for an after-school Math program to support targeted LEP students.</p> <p>Title I PD funds will be used to provide professional development to teachers through coaching, inter-visitation and co-teaching sessions.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□</p> <p><u>Initial indicator September 2010:</u> Teachers will administer grade-specific departmental diagnostic exams which will provide strand-specific data.</p> <p>-----</p> <p><u>Monthly Common Assessments:</u> Teachers will administer common assessments on a monthly basis by grade and evaluate student performance which will include identifying trends and planning accordingly.</p> <p><u>Acuity Periodic Assessments:</u> Teachers will compare data from classroom assessments and common assessments by grade.</p> <p><u>Formal and Informal observations:</u> The assistant Principal for mathematics will formally</p>

observe all mathematics teachers and evaluate their ability to effectively incorporate various student performance data into their lesson plans as evidenced by indications within the plans and individualized tasks.

Subject Area
(where relevant) :

Social Studies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>□□□□□4. By June 2011, the Social Studies department will strengthen and improve the use of common assessment data to ensure that all Social Studies teachers use differentiated tasks, well matched to student performance in lessons.</p>
<p>Action Plan <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>□ □ Establish with the teaching staff common language and expectations to ensure that the same content, skills and strategies are seen in all social studies classrooms and used to create common assessments to use to measure student progress.</p> <p>Train teachers and paras in extended weekly departmental common planning periods (90 min) and PD Conference sessions how to effectively utilize diagnostic and interim assessments to plan and implement effective differentiated strategies within the work period. PD sessions will be facilitated by the AP in collaboration with an ASCD consultant.</p> <p>Monitor lesson plans and their alignment to interim assessment data to differentiated work period strategies through monthly learning walks, virtual lesson plan “share fairs” that highlight exceptional plans and intervention workshops and intervisitations for teachers who are struggling.</p> <p>Assess student progress on interim assessments in addition to formal and informal observations and teacher conferences that will focus on the following:</p> <p style="padding-left: 40px;">What data are you using? How do/will you differentiate using this data? How do/will you know it is effective?</p>

	<p>The implementation timeline is ongoing and constant in order to ensure compliance and application of strategies stipulated above, which will positively effect students' results. The social studies supervisor will convene the entire department once a month to assess the progress of the Action Plans.</p> <p>Responsible staff members will be all the social studies teachers, the ASCD consultant and the supervisor for the department who is also an AP, Mr. Neill McNeill.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> By aligning NYS Social Studies Standards, NYC's Scope and Sequence and the ASCD consultant's work plan we will significantly increase teacher's understanding and use of assessment data to inform instructional planning. The CPT (common planning time) periods will be used for teachers to collaboratively plan common assessments and analyze their results to in order to create differentiated learning opportunities for students.</p> <p>Budget</p> <p>Title I funds will be used to provide an afterschool test prep program to identified students based on the internal interim assessments</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>All teacher lesson plans will demonstrate differentiated work period tasks that are aligned to student needs. Students demonstrate gains on common assessments. Observation reports and supervisory feedback systems properly assess use of data and aligned differentiated tasks.</p> <p>The social studies supervisor will ensure that all social studies teachers gather, analyze and use assessment data to drive their instruction; the supervisor will continuously analyze teachers' lesson plans to ensure the application of use of data and to monitor learning differentiation. All social studies teachers will have improve their use of data to drive their instruction by June 2011.</p>

Subject Area
(where relevant) :

Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>□□□□□□□□</p> <p>5. By June 2011, increase the number of Limited English Proficient students performing at level 3 and 4 by 5% on the NYS Science exam.</p>
<p>Action Plan <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><input type="checkbox"/> Teachers will utilize common planning time (CPT) to create standards based uniform diagnostic and formative assessments, which will assist in providing targeted instruction for students.</p> <p>Professional development will be provided by ASCD consultants on best practices for students with limited English proficiency. Lessons will be differentiated based on individual student needs as per the assessments.</p> <p>Students will be taken on Field trips to various Science based institutions around the city in developing students' understanding and establishing connections to existing real-life applications through our partnership with Urban Advantage.</p> <p>The implementation timeline is that once a month, the Science Coach, Ms. Verdier, in addition to the Principal, will convene the entire Science department to monitor progress about the Action Plan and to receive constructive feedback, which will guide the department to specific areas of needs. The Consultant, Ms. Mary Mc.Donough, the Coach, Ms. Verdier, will continuously monitor progress through intervisitation and observation.</p> <p>Responsible staff members are all the Science teachers, the Science Coach (Ms. Verdier) and the ASCD consultant, Ms. Mary Mc.Donough</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□</p> <p>Urban Advantage, for which we are a demonstration school, allows access to a wide range of public museums and science based institutions to improve the quality of exit projects for all students specifically our 8th grade. The available technology we will utilize includes SmartBoards, Senteo hand-held immediate –response devices, Laptop/projectors and Elmos. Teachers are allotted 1 period per week to meet as a team to plan instruction, share effective practices and analyze student data.</p> <p>We have a dedicated Science lab and a Science Coach who leads the department in demonstrating and developing best practices. Our Science Coach will provide intervention services for targeted 8th grade LEP students through a pull-out/push-in program. The Renzulli on-line instructional tool will be used to provide targeted differentiated instruction to students. We will host a number of family science nights and trips to support parents in assisting their children as an Urban Advantage initiative.</p> <p>Budget</p> <p>Our Title III funds will support our LEP students through an after school Science program, which will reinforce essential Science concepts, skills, and vocabulary.</p> <p>Using Title I corrective action funds a Summer Science ELL institute will be created for targeted LEP students to provide standards based instruction to 7th grade students who are going to the 8th grade in 2010-2011. The program will reinforce critical 7th grade concepts to ensure the students are prepared for the 8th grade curriculum. The curriculum will include project-based activities that are aligned with the New York state standards.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□</p> <p>Indicators of interim progress will include student performance on teacher created periodic assessments after each unit. Teachers will evaluate individual formative assessment data and differentiate classroom instruction accordingly after each administration.</p> <p>Strategies for effective instructional delivery will be discussed at departmental grade meetings on a weekly basis. The Assistant Principal for Science will formally observe and evaluate the implementation of all performance standards on an ongoing basis. Student goals will be created by each student and monitored by each teacher.</p>

Indicators of interim progress are primarily measured on a quarterly basis. We project a 1.25% increase in students performing at levels 3 and 4 per quarter.

**Subject Area
(where relevant) :**

School Environment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>□6. □□□The administrative staff will implement specific measures and programs that will help decrease our school-wide level 4 and 5 infractions by 10% by June 2011.</p>
<p>Action Plan <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>□ We train all staff members including teachers, para's, school aides, safety agents, and administrators in the Positive Behavior Intervention Supports - PBIS system. This system is driven by incentives and is a proactive approach to support favorable behaviors with positive reinforcement.</p> <p>Teachers will also receive ESR- Educators For Social Responsibility training. □ This will equip teachers with the tools to deal with difficult behaviors in the classroom and to create systems to address inappropriate behaviors without disrupting the lesson.</p> <p>The implementation of the PBIS system along with the ESR will decrease the need to provide negative consequences such a ssuspensions for disruptive student behaviors.</p> <p>Staff members will be trained during the summer beginning in August and throughout the 2010-2011 academic year.</p> <p>Responsible staff members are: the Principal, the APs, the teachers and the school staff at large. The results of the implementation of the programs stated above will be from a collaborative effort from everyone in the school.</p>

	<p>Ms. Mary James Edwards will provide all the PD's.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> CFN funds will assist in funding the initial PBIS/ESR training for all staff. Additional school funds will be used for the continuation of services and training throughout the school year. The CFN network will also provide onsite support personnel that will provide continued training through the year.</p> <p>Budget</p> <p>Projected grant funds will be used to fund an ESR and PBIS school-wide system that will decrease our overall occurrences.</p> <p>Title I professional development funds will be used to provide coverages for teachers in order for them to receive training.</p> <p><input type="checkbox"/></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Indicator of success will include a 2% decrease in level 4 and 5 infractions per month. This will be measured by a monthly analysis <input type="checkbox"/> of our online occurrences based on the OORS system and reports generated by our deans.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

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	100	100	100	100	20	5	5	5
7	100	100	100	100	20	5	5	5
8	100	100	100	100	20	5	5	5
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/> <u>Read 180</u> - An intensive reading intervention program that helps educators tackle the problem of adolescent illiteracy on multiple fronts, using technology, print, and professional development provided to students in small groups during the school day.</p> <p><u>Study Island</u> – A website based program that gives students the tools to study academic material in a fun and engaging way. Several choices of games and tests are provided for Reading. Each area is divided into several subcategories based on the standards, with instructions for each activity. The online Report Card keeps track of progress. Included is a print option for studying offline. Provided to small groups during the school day.</p> <p><u>ESL Pull-out</u> – An ESL teacher will pull-out targeted students to provide additional support to our English Language Learners in reading.</p> <p><u>In-Class Intervention</u> – Classroom teachers will provide academic intervention for targeted students during the regular school day in ELA</p> <p><u>Renzulli-Online Instructional Tool</u> – Provides targeted instructional resources based on students’ learning profile. Used as supplemental enrichment for higher performing students.</p> <p><u>Advisory</u> – Each ELA teacher utilizes the advisory to work with 5 students in providing individualized instruction and critical skills</p>
Mathematics:	<p><input type="checkbox"/> <u>America’s Choice Navigator</u> - Addresses fundamental math skills and common misconceptions. Provided during the day to small groups of targeted students.</p> <p><u>Breakaway Math</u> – Aligned with New York State standards. Addresses strategies for both multiple choice and open ended questions . Provided to small groups of students during the school day.</p>

	<p><u>Study Island</u> – A website based program that gives students the tools to study academic material in a fun and engaging way. Several choices of games and tests are provided for Reading. Each area is divided into several subcategories based on the standards, with instructions for each activity. The online Report Card keeps track of progress. Included is a print option for studying offline. Provided to small groups of students during the school day.</p> <p><u>ESL Pull-out</u> – An ESL teacher will pull-out targeted students to provide additional support to our English Language Learners in reading..</p> <p><u>In-Class Intervention</u> – Classroom teachers will provide academic intervention for targeted students through differentiated instruction during the regular school day in Math.</p> <p><u>Renzulli-Online Instructional Tool</u> – Provides targeted instructional resources based on students’ learning profile. Used as supplemental enrichment for higher performing students.</p> <p><u>Advisory</u> – Each Math teacher will utilize the advisory to work with 5 students in providing individualized instruction and developing critical math skills</p>
<p>Science:</p>	<p><input type="checkbox"/> <u>Science Exit Projects</u> –All grades will utilize a Science exit project as an assessment tool. Students will be required to complete an exit project as part of the promotional criteria.</p> <p><u>Regents Science Saturday Academy</u> - A Saturday Science Academy will provide small group instruction for students to build essential skill and provide Regents Exam test prep.</p> <p><u>SECME Science Competition</u> – Selected students will take part in a science project competition.</p> <p><u>Renzulli-Online Instructional Tool</u> – Provides targeted instructional resources based on students’ learning profile. Used as supplemental enrichment for higher performing students.</p> <p><u>Advisory</u> – Each Science teacher utilizes the advisory to work with 5 students in providing individualized instruction and developing exit projects</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> <u>Title I Middle School Intervention test prep academy</u> - Provides small group instruction to students in reinforcing concepts and preparing for the state exam.</p> <p><u>Renzulli-Online Instructional Tool</u> – Provides targeted instructional resources based on</p>

	<p>students' learning profile. Used as supplemental enrichment for higher performing students.</p> <p><u>Advisory</u> – Each Social Studies teacher utilizes the advisory to work with 5 students in providing individualized instruction and developing exit projects</p>
At-risk Services Provided by the Guidance Counselor:	<p><input type="checkbox"/> <u>Guidance</u> - Counseling is provided in either a group or an individual setting. Peer relations, self esteem, conflict resolution, decision making skills, career readiness, social skills are just some of the topics which are discussed during these sessions. Guidance counselors maintain good rapport with parents, foster care agencies and various child service agencies.</p> <p><u>CAMBA CAPS Program</u> – Provides attendance interventions services to students who are in need and at-risk.</p> <p><u>Resiliency Program</u> - Provides gender based support and intervention to students with disabilities and are at-risk.</p> <p><u>Crisis Intervention Program</u> – Provides student/family crisis intervention for at-risk students. (F-Status)</p> <p><u>Preventative Crisis Intervention</u> – Provides preventative intervention for at-risk students</p>
At-risk Services Provided by the School Psychologist:	<p><input type="checkbox"/> <u>School Psychologist</u> - Provides counseling to students who are at risk and consultation to parents and teachers who are in need</p>
At-risk Services Provided by the Social Worker:	<p><input type="checkbox"/> <u>ocial Worker</u> - Provides counseling to students who are at risk and consultation to parents and teachers who are in need. Also provides outreach services</p>
At-risk Health-related Services:	<p><input type="checkbox"/> <u>NYU Asthma Prevention Child Safety Program</u> – Provides intervention services to students who are at-risk.</p> <p><u>Park Slope Mental Health Clinic</u> – Provides intervention service for at-risk students and families in need of wellness support</p>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

6, 7, 8

Number of Students to be Served:

LEP 60

Non-LEP 60

Number of Teachers 3

Other Staff (Specify) N/A

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.

□

IS 68 is a middle school in the Canarsie section of Brooklyn, in New York City, in District 18. The students come from working class families who live in rental apartments, private homes or large project buildings. The ethnicity of the students is primarily black and Haitians who speak French or Haitian Creole and/or English, with a small proportion of Latinos who speak Spanish and/or English and come primarily from the Dominican Republic, Uruguay, Venezuela and Mexico. There are some Arabic-speaking families from Yemen, as well as a Pakistani student who speaks Urdu and 1 student from Russia. The school enrollment is approximately 1000 students, 123 of whom are ELLs, which comprises about 10% of our school's enrollment. Our school is organized into three vertical learning academies, each enveloped by its own floor with specific school personnel (Assistant Principal, Guidance Counselor, AIS (Academic Intervention Specialists, Dean, Behavior Intervention Specialists, teachers, paras, school aides and security attached to each academy. Students remain within the same academy for their three years here. This structure builds a very strong sense of belonging for the student. This nurturing is beneficial for all students, even more so, for our ELLs. Our ELLs range from the most newly arrived Beginner (B) level to those approaching the Proficiency (P) level. As of late, we have enrolled a number of students who come in on the preliterate level, indicating little/or no previous formal education.

Our Title III program is supplemental to our regular school day program. Our Title III ESL/ELL Academy will provide instruction after school for our ELLs in grades 6 – 8. The Academy will be comprised of 3 Institutes –Math Skills Development, Science vocabulary and performance development and ELA/Literacy. The ELA and Math Institutes will run concurrently from October 2010- March 2011. The Science Institute will begin in February 2011 and end in April 2011.

The ELA/Literacy Institute will develop and enhance literacy skills and provide supplemental instruction of state-wide standards in English Language Arts using the Achieve 3000 reading program. This Institute will meet two days a week after school from 3:15- 5:15 for 120 minutes each session. This Institute will be taught in tandem by both an ELA and ESL teacher who will collaborate on lesson-planning and instruction. This Institute will be designed to amplify ELLs' knowledge in reading strategies, identifying text structures, content-area vocabulary, literary elements, and test-taking strategies in preparation for the ELA state exam. Instruction will also focus on the writing process in different genres, as well as the mechanics of writing and grammar conventions.

Math Institute will be taught by a math teacher and an ESL teacher and will meet two times a week, for 120-minute sessions, from 3:15-5:15. The Destination Mathematics program will be used to provide differentiated instruction to students based on the results of the programs' initial assessment. Through this instructional tutorial class, ELL students will acquire knowledge and reinforcement of math skills. Instruction will be

clear and explicit. Demonstration of the topic under consideration will be employed through the use of the blackboard, charts, overhead projector, computer and manipulatives. Test preparation will be a part of this program as well, to prepare ELLs who are now required to take the standardized NYS Math exams. All of these Institutes, ELA/Literacy, Science, and Math will employ the scaffolding strategies of QTEL to accomplish the goals. These strategies include: modeling, bridging, text representation, contextualization, schema building and meta-cognitive development in a group work setting in which students benefit from interaction with one another. The problem-solving thought process will be verbalized so that students will gain a clearer understanding of what they need to do. Test preparation strategies will be highlighted as well including; choose the best answer, what makes sense, process of elimination, estimating, rounding off, graphing, interpreting graphs, etc. Students will become better prepared to do well in math class and on the standardized math exams.

The Science institute will incorporate critical thinking and test taking skills based on content literacy. There will be a focus on vocabulary acquisition particularly with important Science terminology and key concepts.

Literacy (through Computer Technology) –

In supporting our ELL and SIFE students develop essential literacy Science, and Math skills the use of technology through online interactive instructional resources and assessments will be implemented. Through the Achieve 3000 reading program and Destinattion Math's "Riverdeep Mathematics" students receive individualized instruction based on their needs.

Achieve 3000

Achieve 3000 is a leader in differentiated instruction and designed specifically to meet the needs of students with limited English proficiency. It is scientifically proven to increase reading comprehension, vocabulary and writing proficiency for students in grades 2-12.

Riverdeep Mathematics

Riverdeep Mathematics is an animated online instructional resource that is designed to assess student performance periodically and provide targeted instruction based on the results. The interactive nature of the program was developed to motivate and engage students while providing standards based instruction.

Additionally, we have purchased a “SmartBoard” for our ELL newcomer program which will be used to model the use of effective technology in the classroom. The interactive SmartBoard functions a recording tool for teachers and students and provides a myriad of instruction resources as it connects to the internet and all available online supplements.

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.

□

There will be ongoing professional development for all teachers of the Math, Science, and ELA/ESL Institutes. It will begin with a 2-hour session for program implementation and curriculum planning and continue with 1 hour monthly for ongoing student assessment and collaboration. The teachers will receive training in the use of the Achieve 3000, Destination Math, and other applicable instructional tools during the first professional development session. They will also create a pacing calendar which will outline the curriculum, and test taking strategies to be covered. Subsequent meetings will be used for making modification to the curriculum and analyzing student data.

Parent Involvement:

As with any middle school population, the role of the parent is critical to students' overall ability to achieve high standards. They lay the groundwork for high expectations that are carried out in school. The Parent Coordinator will be instrumental in familiarizing parents with our school's philosophy, guidelines and expectations, as well as program options specific to ELLs. Issues will be clarified and questions and concerns will be addressed, with the assistance of our Parent Coordinator. Furthermore, the Parent Coordinator will host a series of workshops throughout the school year to continue the dialogue as regards the importance of attendance at the ELA and Math Institutes. Parents of ELLs will be invited to join with their children to attend all sessions of the Math Skills Institute and the ESL/ELA Institute. They will gain a deeper understanding of the adolescent learner, the social and emotional changes that their children will experience, and will be equipped with successful coping strategies. By attending, not only will they be helping themselves; but, in addition, they will be forming special learning partnerships with their children that will be to the great benefit of both parents and children. There will be awards and a recognition ceremony to highlight literacy and achievement.

Section III. Title III Budget

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School: IS 68

BEDS Code: 331800010068

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) - Per session - Per diem	\$18,500	<input type="checkbox"/> Instruction (264 hours of per session for ESL and General Ed teachers to support ELL Students with direct instruction: 264 hours x \$49.89 (current teacher per session rate with fringe) = \$13,194.00 Includes 3 teachers x 4 hrs. per wk. x 22 weeks. <div style="text-align: right;">Total -</div> \$13,194.00 Materials: Creole-English dictionaries in ELA Classroom -Libraries in ELA Creole-English dictionaries in Science Creole-English dictionaries in Math Total - \$5,306 Grand Total -\$18,500

Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$750.00	<input type="checkbox"/> Leveled Books and libraries
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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 findings of our school's written translation and oral interpretation needs indicate that there is a need to provide these services for parents in the following languages: Haitian Creole, Arabic, Spanish and Urdu. The Parent Coordinator and the Parents' Association were advised of these needs and have taken steps to meet the challenges by providing meeting notices to be printed in the appropriate languages. Reviewing rosters of those students who qualify for free lunch sometimes can lead to discovering a parental language issue. The Parent Coordinator, in her phone calls to parents, sometimes finds a parent who would benefit from some form of translation or interpretation. Teachers on staff were apprised of these needs as part of their PD. Our larger school community is now very aware of these needs and challenges to those in our parent body who do not yet have adequate English language skills.

Part B: Strategies and Activities

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

The school will provide written translation services through the use of the NYC DOE Translation and Interpretation Unit, which provides a staff of professional translation services for eight standard languages (including Arabic, Haitian Creole, Spanish and Urdu) by a network of qualified vendors. We will be using the NYC DOE translation unit for all translations needs; including the many materials and forms already translated

and available on the DOE website. There will be translations of all letters and notices that go to parents throughout the school year. These include the school code, our proposed uniform code continued from the 2007-2008 academic year, the student conduct code, the student/school contract, lunch forms, registration forms, school PTA meetings, programs supplemental to the school day (before or after school), special citywide meetings and/ or workshops for parents of ELLs, promotion requirements and guidelines, graduation issues, high school choices, school transfer choices, class or Academy trip options, and standardized exam notices among others.

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.

□

The NYC DOE Translations and Interpretation Unit also provide two types of Oral interpretation services, over the phone interpretation services Monday through Friday from 8:00am to 5:00pm and On-site interpretation services during scheduled events such as Parent-Teacher Conferences, PTA Meetings, Testings, IEP Meetings, Workshops and any other meetings between faculty and non-English speaking parents. In addition we will provide translations services by the translations unit and staff members who are conversant in the languages (Arabic, Spanish and Haitian Creole) so that they will be able to facilitate articulation between parent and teacher, parent and administration, parent and support personnel (Guidance, Behavior Modification Specialists, Administration) parent and Parent Coordinator, parent and school nurse, parent and visiting school dentist and parent and parent.

The third means of providing this oral interpretation is through the use of our newly purchased Interpretation equipment. We will the opportunity to be able to interpret by using the ProLingo Interpretation equipment. We now have 2 Portable Interpretation Transmitters LT-700, A Behind-the –Head Microphone, 12 Digital Wireless Receivers PL P w/Headsets, and a Hard-shell carrying Case iM 2400 with handles and wheels. This equipment will allow us to provide interpretation to parents both in a small group, as well as one-on-one in all situations in which they are needed

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>.

□

Our school will fulfill Section VII of Chancellor’s Regulations A-663 regarding parental notification requirements for translation and interpretation services. We will translate letters and notices to parents in the appropriate languages for our school – Haitian Creole, Spanish, Arabic and Urdu. For the translations in Urdu, we will use the services of the NYC DOE Translation and Interpretation Unit since we have no staff member who can do that. For the Haitian Creole, Spanish and Arabic, we will use our in-house staff to provide translations. We will have translated all annually recurring types of letters and notices – school code, discipline code, uniform code, promotion criteria, exam schedules, Parent-Teacher meetings (both Fall and Spring), Parents’ Association meetings, student accountability, graduation requirements, high school selection, alert holdover notices, supplemental school activities before and after school (academic, cultural, sports)(clubs - drama, chess, newspaper), and NYSESLAT notification (printed in a question and answer format to facilitate comprehension). We will also provide translations for new situations as they arise.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$764,565	\$282,721	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$10,472		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$52,364	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$104,728	*	

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

95

6. If the percentage of high quality teachers during 2009-2010 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.

The school will utilize the 5% set aside to assist teachers in achieving highly qualified status through internal professional development, reimbursement of college level courses toward qualifications and third part consultants. Our teachers who are currently in the process of achieving the highly qualified status will be conferenced with to inform them of their current status and the timeframes to satisfy any deficiencies they currently hold. These teachers will be offered professional development through our internal mentoring and coaching

system to complete the mandates for this requirement. External mentoring services will also be offered through our support network. The teachers who are in the process of obtaining the highly qualified status that are enrolled in an accredited certification program will be informed that they are eligible for reimbursement for those courses during the conference.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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

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

□

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I - GENERAL EXPECTATIONS

The Isaac Bildersee Intermediate School 68 agrees to implement the following statutory requirements:

· The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The parental involvement activities in the CEP are in good standing because the parents on the SLT who also represent the Title I parents in the School voted and signed off on its completion and implementation.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parent involvement means the participation of parents in interactive and meaningful communication involving students' academic learning and other school activities, including ensuring that:

- Ø parents play an integral role in assisting their child's learning;
- Ø parents are encouraged to be actively involved in their child's education at school;
- Ø parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- Ø the carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESE

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The Isaac Bildersee Intermediate School 68 will take the following actions to involve parents in the joint development of the District Parental Involvement (DPI) plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:
 - A. Inform parents of the District Parental Involvement planning sessions via the school calendar, website and back mail.

- B. Discuss the District Parental Involvement plan at PTA and School Leadership Meetings.
 - C. The PTA Executive Board will appoint a DPI liaison to represent IS68 parents.
 - D. Meetings are announced through the monthly school calendar and through the automated phone system.
2. The Isaac Bildersee Intermediate School 68 will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
- A. Describe for the parents our Title I and NCLB Status on parent orientation nights and Title I night.
 - B. Provide opportunities to hear about the monthly status of the school's instructional and management goals via the principal's report at all PTA meetings.
 - C. Parents will be able to conduct a school wide Mid-Year Quality Review in February in conjunction with the School Leadership Team
3. The Isaac Bildersee Intermediate School 68 will build the parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement through the following activities specifically described below:
- A. Increase parent involvement in school by providing parents with practical learning opportunities and increasing student talent showcases and celebrations.
 - B. Use Parent Coordinator to organize and implement our parent involvement program
 - C. Encourage participation at Parents' Association meetings by celebrating student accomplishments
 - D. Encourage participation on the School Leadership Team and its subcommittees
 - E. Create an awareness of curriculum and assessment

- F. Encourage use of IS 68 website as a useful resource and communication tool
 - G. Implement workshops that promote parenting skills
 - H. The Parent Coordinator will conduct a work shop using the census program and institute neighborhood walks so that families can learn about there community.
-
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following by undertaking the actions described below :
 - Ø the State's academic content standards;
 - Ø the State's student academic achievement standards;
 - Ø the State and local academic assessments including alternate assessments;
 - Ø the requirements of Title I, Part A;
 - Ø how to monitor their child's progress; and
 - Ø how to work with educators.

 - The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy, math and technology training to motivate and foster parental involvement.

- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principal and other staff in how to reach out to communicate with and work with parents as equal partners in the value and utility of contributions of parents and in how to implement and coordinate parent programs and build ties between parents and schools by:
 - A. Ensuring that the parent coordinator is held accountable to raising the level of parent involvement and quality of workshops for parents.
 - B. Ensuring that the best parent involvement practices are implemented at our school via our Parent Coordinator.
 - C. Training parent volunteers to take a more proactive role within our school community.

- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the Bildersee Beacon Program, Canarsie Mental Health Clinic, NYC Urban Advantage Program, the Music International Theatre Program the NY Tennis League and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers that support parents in more fully participating in the education of their children.

- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to all of the parents of our students in an understandable and uniform format, including alternative formats upon request, and, to the extent possible, in a language the parents can understand by:
 - A. Translating any and all communiqués to our parents in their native language via our own staff members.
 - B. Provide in-house translators to parents that don't speak English or speak English in a limited capacity.

PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Other activities may include:

- Involving parents in the development of a Bildersee Merchant Cabinet whereby the merchants will meet by-annually to discuss the impact of their commercial stake in our students' lives.
- Parents being involved in our Parental Book Club with the Parent Coordinator
- Providing parent courses in budgeting, healthcare, adolescent learning, ESL and American and cultural exploration for any new immigrant populations.
- Training parents to enhance the involvement of other parents in the many activities the school offers.
- Teach parents how to access student performance information through the use of relevant websites.
- Adopting and implementing model approaches to improving parental involvement;
- Providing other reasonable support for parental involvement activities under Section 1118- Parental Involvement, as parents may request.

PART IV ADOPTION

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs for the 2007-2008 school year.

This policy was adopted by the Isaac Bildersee Intermediate School 68 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children in or before October, 2008.

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

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

□

SCHOOL-PARENT COMPACT

The Isaac Bildersee Intermediate School 68 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2009-2010.

School Responsibilities

Isaac Bildersee Intermediate School will:

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

Provide parent orientations both for the 6th grade students on August 31st, and parents of 7th and 8th grade students on September 23rd. Inform parents to our Title I, Part A Programs and No Child Left Behind status as of the 2009-2010 school year via a Parent Title I Meeting on October 14, 2009

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

Tuesday November 17, 2009 from 1-3p.m. and 5:30-8p.m., and Thursday February 25, 2010 from 1-3p.m. and 5:30-8p.m.

Parent teacher conferences are at least two times a year, but if a parent needs to meet with a teacher, they can arrange to do so. We also encourage our parents to meet with the entire team of teachers who teach their child during the team meetings. They could make an appointment with the Parent Coordinator, Ms. Ivie Bien-Aime and she can help them.

Provide parents with frequent reports on their children's progress twice each quarter via the report card at the end of the quarter and the mid-quarter progress report.

Provide parents reasonable access to staff, guidance counselors and teachers. We have an open door policy for our parents who are interested in becoming actively involved in their child's school.

Provide opportunities for our parents to work closely with our PTA. Our executive board members are here in the building more than 50% of the school week working with our students, our staff and our visiting parents.

Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities. They are also welcomed to participate in some class activities (i.e. class trips, fundraising).

Parental Responsibilities:

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

- Ø support my child's learning by making education a priority in our home by checking their notebooks and homework assignments.
- Ø making sure my child is on time and prepared everyday for school by ensuring he/she goes to bed on time
- Ø monitoring attendance and making sure the child comes to school on time
- Ø talking with my child about his/her school activities everyday
- Ø scheduling daily homework time and having a time line for homework and time for play
- Ø providing an environment conducive for study by setting up a good work place with good lighting to concentrate.
- Ø making sure that homework is completed and checked each night
- Ø monitoring the amount of television my children watch

- Ø volunteering in my child's classroom;
- Ø participating, as appropriate, in decisions relating to my children's education; IEP meeting , high school application
- Ø promoting positive use of my child's extracurricular time
- Ø participating in school activities on a regular basis such as the PTA
- Ø staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate; returning form (lunch , trip skip , SES forms)
- Ø reading together with my child every day for at least 10-20 minutes.
- Ø providing my child with a library card and going to the library with him/her
- Ø communicating positive values and character traits such as respect, hard work and responsibility by speaking positively to my child to build good character traits such as respect
- Ø respecting the cultural differences of others; children should first understand we are all humans then learn that there are different cultures and to respect them all because we are humans
- Ø helping my child accept consequences for negative behavior by reviewing with them the New York City Citywide Standards of Discipline and Intervention measure (THE DISCIPLINE CODE)
- Ø being aware of and following the rules and regulations of the school and district
- Ø supporting the school's discipline policy
- Ø express high expectations and offer praise and encouragement for student achievement

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- come to school ready to do our best
- come to school with all the necessary tools of learning- pens, pencils, books, etc. and the willingness to learn
- listen and follow directions of the teachers
- participate in class discussions and activities;
- conduct ourselves as proud Bildersee students who strive for excellence
- be honest and respect the rights of others
- follow the school's/class' rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand
- do our homework every day and ask for help when we need to;
- study for tests and assignments
- read at least 30 minutes every day outside of school time;
- read at home with our parents;
- get adequate rest every night and a healthy breakfast every morning
- use the library to get information and to find books that we enjoy reading;
- make sure that all school notices and calendars are taken home to our parents

Isaac Bildersee Intermediate School 68 will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy in an organized, ongoing, and timely way;
- involve parents in the joint development of any school wide program plan in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A Programs. The school will convene the meeting at a convenient time 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 and will encourage them to attend;
- provide information to parents in an understandable and uniform format, including alternative formats upon the request of parents with disabilities and, to the extent practicable, in a language that parents can understand;
- provide to parents information in a timely manner about In Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- on 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 possible;

- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics.

- 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 In Title I, Part A Programs Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

- recommend to the local educational agency (LEA), the names of parents of participating children of In Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams;

- Work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118- Parental Involvement of In Title I, Part A , Part A.

- Work with the LEA to ensure that a copy of the LEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I programs is provided to parents of students and to appropriate private school officials or representatives.

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.

□(See pages 12-13)

2. Schoolwide reform strategies that:

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

□

In September 2004, IS 68 as part of our restructuring plan was awarded a CSR Grant because we were identified by the state of NY as a school in need of improvement due to our 8th grade ELA performance. We are currently a school in restructuring (Advanced) as defined by federal Title I Status. The school began its restructuring process by reorganizing into three horizontal academies. Each academy has a 6th, 7th, and 8th grade team and a dedicated Assistant Principal, guidance counselor, dean and security guard. Each academy occupies one floor of our building and each team occupies a group of geographically contiguous rooms. A group of core subject teachers and four classes in the same grade level form a team. In June 2005, each academy established themselves as themed academies which will enrich the educational program. Common preparation periods are programmed in order to allow team teachers to meet. Interdisciplinary and departmental teams of teachers have resulted in more effective instruction for our students. Student behavior, attendance, and lateness have improved due to the nurturing environment of a smaller learning community since 2004.

Driven by the data assessment of school and community needs, we have to continue to implement and add key instructional strategies from our restructuring plan to raise the reading levels of our general, special education, and English language learner populations. Some of the strengths of our instructional program include 90 minute blocks of instruction using the reading/writing workshop model and the continuation of instructional strategies that are scientifically based and contribute to the overall improvement of student achievement. Instruction is aligned with New York City and New York State Standards; rubrics are used to assure that students are presented with clear expectations. Curriculum mapping has provided teachers with a content pacing calendar. In addition, embedded professional development has been provided in weekly workshops. All ELA and special education teachers have been trained in the administration of the Edperformance assessment and have been encouraged to use the results to drive small group and differentiated instruction. Teacher articulation, and grade and faculty conferences support delivery of instructional strategies. Weekly congruence meetings allow teachers in the content areas to assess student work, share best practices, and plan collaboratively to use differentiated instruction strategies based on student needs in order to meet the standards. Students are assessed on a continual basis through the Acuity Periodic Assessment System, teacher generated tests, teacher observations, classroom projects, and TANS – a notebook that contains conference notes, a list of books read by the students and other pertinent information that allows the teacher to monitor the students' progress. We have also developed enrichment programs to meet the needs of our higher performing students. In addition, we offer Saturday and holiday academies for reading, math and test preparation for various subjects. Academic Advantage and Liberty Learning are SES providers which support us with targeted small group instruction for eligible students after school. Read 180 has been implemented in our newcomer ELL self-contained classes. Resource teachers provide small group instruction during the day in ELA and Math. Special Education students will continue to be main-streamed in general education classes, including the expansion of the inclusionary model and additional support for special needs students in the general education setting. Study groups and teacher inter-visitations to observe best practices are conducted on a regular basis. The America's Choice author and genre studies will continue to be implemented in the ELA classrooms. Libraries have been leveled and organized by genres to insure that students are reading "just right books" to meet the challenge of the 25 book campaign.

Our literacy coach will continue to model lessons, help with lesson planning, and conduct workshops which will support the teachers in their classrooms. We are a Music Theater International School which provides our students with the opportunity to participate in the development, direction, set design, acting, singing and overall production of a Broadway play. Our Parent Coordinator and Parents' Association will continue to reach out to parents through the monthly newsletter and the automated phone system. Parents have been invited to become active participants in the celebration of student achievements, including presentations for Black History Month and Women's History Month. As a strategy to motivate students, help them see the meaning of school, and improve academic achievement, we participate in the NYS Education Department initiative – Career Development and Occupational Studies. The program is designed to enable students at the intermediate level to develop self- knowledge, career exploration skills, and life goals. I.S. 68 also has partnerships with Brooklyn Botanical Gardens, Brooklyn Center for the Urban Environment, NYC Urban Advantage Program, NY Historical Society, NY Hall of Science, Brooklyn Museum of Art, CAMBA, the Canarsie Beacon Program, and MTI, Broadway Junior Program.

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.

N/A

o Help provide an enriched and accelerated curriculum.

N/A

o Meet the educational needs of historically underserved populations.

N/A

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.

N/A

o Are consistent with and are designed to implement State and local improvement, if any.

N/A

3. Instruction by highly qualified staff.

Of the 87 teachers in our school, 95% are high qualified according to NCLB criteria. 73% have been teaching at I.S. 68 for more than 2 years and 62% have been working in the educational system for more than 5 years. 78% of our teachers have attained a Master's Degree or higher.

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.

Title I funds will be used to hire 3rd party consultants such as Mondo to provide professional development and support to our ELA department, to fund learning retreats such as the Professional Learning Community Conference in Washington DC, and other professional development conferences for the Principal, Assistant Principals, Teachers and Para-Professionals.

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

We will attract highly qualified teachers to our school through job fairs are attended not only by administrators, but by teachers as well and we will also seek teaching fellows through teaching fellow job fairs. Through our middle school grant proposal, we are planning to implement a new online recruitment tool to attract and screen highly qualified teachers. Through our partnership with TMI we will develop a rigorous application process for potential candidates to complete via our school website. Our website will also be used to advertise and attract potential teachers who are seeking to work in a school as dynamic as ours.

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

(See Parent Involvement Policy pages 47-50)

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.

We include teachers in the decision making process through our inquiry team, and our small learning community planning meetings which include grade team and departmental meetings.

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.

□

We utilize a push-in and pull-out academic intervention model to provide assistance to students who need additional support. We also have A.I.S centers where students go to receive individualized instruction based on assessment results. We also provide enrichment to higher performing students through the Renzulli web-based enrichment program.

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.

□

We have an enhanced focus on the social and emotional needs of our students who receive support during the extended day. We address strategies of dealing with violence and anger and help students to develop coping skills. We are using state funds to develop our academy themes and provide more thematic lessons in each of our three academies. We have a partnership with NYU Asthma Prevention Program to provide support and awareness.

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 specifically 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I,	Federal	Yes			\$752,342	True	Goal 1, Goal 2, Goal 3, Goal 4

Part A (Basic)							
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¹**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.

²**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.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED STATUS: Restructuring (Advanced)
 - Focused **SURR PHASE / GROUP (IF APPLICABLE):** N/A
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.

(See Needs assessment pages 12-13)

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.

As a Restructuring- Advanced, we have demonstrated improvement in the areas and subgroups for which we have been identified under NCLB/SED school improvement. To sustain this progress, we will continue to implement strategies that have proven to be successful. We have been identified for students with special needs in Mathematics for not meeting the AMO for the 2008 state mathematics exam, however, we did reach the safe harbor index for the first time in many years. For this sub-group we will continue to utilize the following strategies to provide the necessary support. Students will receive small group intervention instruction during the 37½ minute extended day. Students will also be pulled-out during the day to receive additional targeted instruction in Mathematics. In September, 2010, the assistant principal for mathematics will provide professional development for creating effective learning centers with meaningful and differentiated tasks based on Spring 2010 data, classroom assessment and Acuity periodic assessment data. We will offer academic intervention services after-school and free tutoring at home for eligible students. As per our restructuring plan, our school contains three academies which provide themed

instruction in alignment with the content standards. Our academies enable us to provide smaller learning communities for our students that are more supportive and nurturing. All academy members meet on a weekly basis to discuss student performance and progress and to provide the necessary intervention for those students in need. The teachers in each academy also meet by department to analyze student data, share best practices, align curriculum, and create differentiated lessons for their students. Through these meetings, recommendations are made for additional services for students who may need supplemental support.

We have been identified for our English Language Learners in ELA for not meeting the AMO for the 2009 state ELA exam. For this sub-group, we will continue to utilize the following strategies to provide the necessary support. Students will receive small group intervention instruction during the 37½ minute extended day. Students will also be pulled-out during the day to receive additional targeted instruction in ELA. In September, 2010, the ELA coach and assistant principal for ELA will provide professional development for creating effective learning centers with meaningful and differentiated tasks based on Spring 2010 data, classroom assessment and Acuity periodic assessment data. . We will offer academic intervention services after-school and free tutoring at home for eligible students. Strategies to address student deficits include weekly professional development sessions that are focused on using specific data and student work to drive instructional planning. Instructional planning for these and other identified areas of concerns will take place on weekly basis. Based Their focus will be assisting teachers with the use of formative data as well as developing consistency in planning ELA Units with an emphasis on the writing workshop. We will provide targeted instruction to this sub-group through our Title III after-school ELA and Math programs which assists students in developing critical thinking skills as well as test-taking strategies.

Through our SIG grant all core subject area teachers will receive intensive, ongoing professional development in vocabulary acquisition in the content areas and providing differentiated instruction.

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.

□

We will utilize 300 hours for study groups involving teachers Para's and administrators. 80% of funds will be used to support Math, Science, Social Studies, and ELA.

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

Each member of our coaching staff has 3 active mentees. We also have a highly qualified teacher that mentors for a minimum of two periods per week. We also provide teacher workshops to new teachers on a regular basis.

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.

We will inform parents through our website and through our parent orientation sessions which are outlined in the parent compact.

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

7

2. Please describe the services you are planning to provide to the STH population.

Upon completion of the students residency questionnaire, it is forwarded by the parent coordinator and/or guidance counselor to the pupil personnel secretary who immediately enters the information in ATS. outreach efforts to assist the STH population include access school programs, and data collection to assess the needs and progress of our STH. Multi-language posters are located in the office of our parent coordinator in room 140. Our parent coordinator informs families of available resources and assists in obtaining them including reference to the local ISC office, free transportation via metro card, assistance with school uniforms, textbooks, resources for public assistance, and clothing

Part B:

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).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
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.
N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_18K068_110810-133928.doc

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 602	District 23	School Number I.S	School Name Bildersee
Principal Merve Williams		Assistant Principal Ikhlas Abdullah	
Coach Phobe Luke		Coach type here	
Teacher/Subject Area Yvonne McNeese		Guidance Counselor Winston Mareus	
Teacher/Subject Area Melissa Beljous		Parent Clerry Phillip	
Teacher/Subject Area Ms. Rubsam		Parent Coordinator Ivie Bien-Amie	
Related Service Provider type here		Other Maria Lombardi Guidance Coun	
Network Leader Julia Bove		Other Dennis Herring, Asst. Prin.	

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	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	922	Total Number of ELLs	100	ELLs as Share of Total Student Population (%)	%
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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.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. Upon registration, pupil accounting secretary distributes all documents including the home language identification survey to all students. One of our guidance counselors conducts the initial screening and submits the names of the eligible students to ESL teacher, who administers the formal initial assessment. The ESL teacher then administers the LAB-R if applicable. The previous year's NYSESLAT scores are used to divide the students into three group classifications: newcomer, beginner and intermediate. Initial placement decisions are based on student performance. Multi-grade classes take the NYSESLAT exam at the end of the year at which time scores are compared/data is analyzed and placement for the following year is decided.
2. Several staff members are called upon to provide translation regarding the descriptions of the various services that are available. These staff members (teachers, parent coordinator, school aides and paraprofessionals) include speakers of Spanish, Haitian-Kreyol, Arabic and French. If the language of the parent is not available through a staff member, a telephone conference for translation services is utilized to assist in the process. At this time, parents receive all pertinent information regarding the choices available to them. Finally, all significant and related documents are available in various languages, to a large extent Haitian Kreyol, as this group represents the greatest number of ELLs in our building. We strive to complete this individualized and on-the-spot orientation process on an ongoing basis at the time of registration.
3. One of our guidance counselors is fluent in Haitian Kreyol is available during the registration process to ensure Haitian-Kreyol parents understand the contents of the entitlement letter. If he is unavailable, we have additional teachers fluent in this language, as is our parent coordinator. We make every effort to retrieve all significant documentation that has been completed by the parent at the time of registration.
4. First-time admits are selected for the ESL instructional program based on their LAB-R. The ESL mathematics and ESL/ ELA/social studies teacher gauge student readiness for either the beginner or intermediate class. Parents are made fully aware of all that these classes entail at the time of registration. When there is a need for translation services for a parent we call on staff members who speak a variety of languages, as well as utilize the Translation Unit services when necessary.
5. After reviewing the Parent Survey and Program selection forms, it is apparent that the trend is toward the freestanding ESL program with the Transitional Bilingual coming in second. Although we do not currently have a bilingual program for ELLs, our ESL instruction is departmentalized and provided by pedagogues who are either bilingual, or our teachers utilize the services of a bilingual colleague when it is necessary to communicate with the student or their parents. Here at Bildersee, our pedagogues possess ample communications skills and strategies when it is necessary to speak with students in their native language.
6. The program model in our building aligns with parent requests for the most part, although some parents did request the transitional bilingual program. When the parents receive the information that the program does not exist at Bildersee, most parents keep their children in our school as we have a school community that is sensitive to their needs in the case of our most populous group, families of Haitian-Kreyol students. We facilitate ongoing parent orientations throughout the year.

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							1	1	1					3
Push-In							2	2	8					12
Total	0	0	0	0	0	0	3	3	9	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	99	Newcomers (ELLs receiving service 0-3 years)	62	Special Education	5
SIFE	30	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	17

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
ESL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
Total	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						

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
TOTAL	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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	6	8					17
Chinese							1							1
Russian														0
Bengali														0
Urdu														0
Arabic								4	3					7
Haitian							14	20	26					60
French							2		2					4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	2	1					4
TOTAL	0	0	0	0	0	0	21	32	40	0	0	0	0	93

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) The beginner and intermediate free standing classes are departmentalized. Students in the inclusion classes receive push in or pull-out services with an ESL certified with bilingual extension. Advanced receive 180 of ESL instruction and at least 180 minutes of ELA per week. Students multi-grade classes remain there based on their performance, until the teachers concur, utilizing a plethora of standardized and classroom data that the students' achievement in all subjects, which students warrant mainstreaming and admission into single-grade inclusion/pull-out classes. (b) Our freestanding classes travel together as a group. The multi-grade classes are homogeneous while the inclusion classes are heterogeneous.

2. The school programmer ensures that both free standing and inclusion classes attend instructional sessions for the appropriate number of minutes in English language arts, mathematics, social studies and science. All classes are taught in English by certified teachers. (a) Explicit ESL instruction is provided with beginning/intermediate students receiving a minimum of 360 minutes per week and advanced students receiving a minimum of 180 minutes ESL and 180 minutes ELA.

3. English language arts and social studies instruction is provided by teachers who speak English, Spanish and Haitian-Kreyol. Mathematics instruction is provided by a teacher who speaks English, Spanish and French. Teachers use a variety of instructional materials that are aligned to the NYS standards in conjunction with school-wide goals and initiatives. The mathematics texts are Math Advantage, Math Unlimited and Longman Mathematics. The English language arts texts are Access Newcomers and Access English. In addition, intermediate and advanced students receive ELA/ESL instruction based on the balanced literacy approach, consisting of author and genre studies which are standards based, aligned to curriculum and instruction received in our general education classes. Our newcomers instructional program is a blend of phonics, language acquisition, and author and genre studies aligned with NYS ELA Standards. The social studies text is Access History and the science text is New York Science Grade 8. Strategies and methods for instruction aimed at making academic content comprehensible to enrich language development include small group, whole class, pull-out and push-in. Our teachers have received professional development from our ESL teachers to share strategies to work with our ELLs who are in general education classes. They have also received extensive professional development in differentiation of instruction with a focus on our English Language Learner.

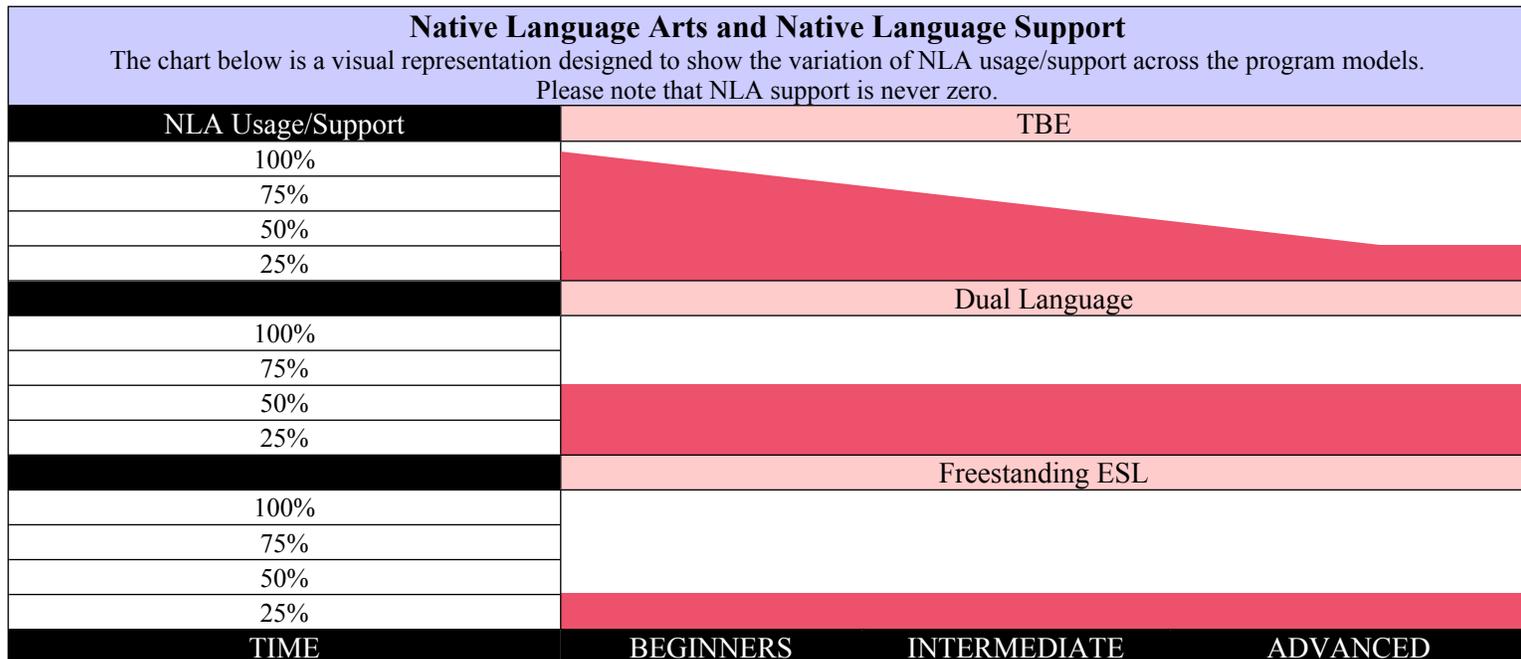
4. (a) SIFE students are placed in a free-standing multi-grade ESL class. With the assistance of a classroom paraprofessional, SIFE students are introduced to and engage in phonics instruction. (b) Newcomers who have had less than three years in US schools enter our beginner, free standing multi-grade ESL class and receive all of the aforementioned instructional services and classroom hours. These students attend our Title III enrichment program after school and on Saturdays. Newcomers who are required to take the NYS English language arts exam for the first time attend the Title III program as well as our school wide academic intervention services program throughout the year. (c) ELLs who have received services for 4 to 6 years are placed into our single-grade pull out/push-in inclusion classes. Our students attend Advisory in the mornings for small group instruction focused on academic tutoring and social and emotional learning needs. We also utilize audio books for students who need that support as a regular part of ELA/ESL instruction. All of our ELLs receive academic interventions through the Achieve 3000 program, an online intervention program designed to support students in reading and writing nonfiction texts. (d) Long-term ELLs who have completed 6 years are placed into our single-grade pull-out/push-in inclusion

classes. Instruction during advisory is focused on writing process as well as writing in the content area. (e) There are ELLs identified as having special needs who receive ESL pull-out services from a NYS ESL certified teacher. Again, the Achieve 3000 program is in place for these students as well as the academic advisory period.

Paste response to questions 1-4 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: 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			
	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: 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?

Paste response to questions 5-14 here

5. Targeted intervention programs for ELLs include Wilson reading, Great Leaps, and Achieve 3000 for the beginner, intermediate ELLs as well as ELLs with an IEP that includes entitlement to ESL services. We have many teachers who speak Haitian-Kreyol to assist with communicating with students and parents. In addition, ELLs will attend a Title III after-school program in ELA, mathematics, and science.
6. Students who require transitional support (2 years), after reaching proficiency on the NYSESLAT will receive push-in ESL services from an ESL-certified teacher. These students will also be targeted for advisory small group instruction sessions in the morning, our SES programs, as well as our Title III after school instructional programs.
7. The Achieve 3000 Program has been added to our toolkit of instructional resources to address the needs of our ELLs.
8. Based on data from the last year, the Read180 Program has proven ineffective in and will be discontinued for use with beginner and intermediate ELLs.
9. Our ELLs are afforded equal access to all school programs as they are one of our targeted groups in terms of inclusion. They receive invitations to all school-wide programs by being especially invited to participate in activities such as Broadway Juniors, Student Government, and after-school sports programs. In addition, some programs spotlight ELLs, such as the Haitian-Kreyol Spelling Bee and the Multicultural Fair. We have focused a number of inquiry team on the needs of this group of students as well as strategies to support them in the classroom. Our ELLs are an integral part of the school and our Parent Coordinator is consistently involved in outreach to the parents including setting up meetings for parents of ELLs designed to explain how our programs meet the needs of their children.
10. Our Newcomers are engaged in language acquisition by using a book called: 'Newcomers: Utilizing Access: Building Literacy Through Learning, and Triumphs Intervention, both by MacMillan, as well as a phonics based approach to decoding words. All of our students, particularly intermediate and advanced students are engaged in standards based, author and genre studies as per our school curriculum and pacing calendars. Students have access to technology in their classrooms, in our computer labs, in our school library, including Smartboard and Senteo software, computers, CD players for audio books. Other language materials include books appropriate to the content areas that are specifically designed for ELLs, as well as books in their native languages. Classroom libraries in our freestanding classes contain books in the particular languages of the students. In addition, our librarian has been creating a section of multilingual books in the languages of the students present here at Bildersee. Dictionaries in the student's native language are available in content area classrooms.
11. Native language support is delivered informally in French, Spanish, Haitian-Kreyol and Arabic on an as-need basis for students who required additional clarification in their native language. Materials sent home to the parents are sent out in the student's native

language.

12. Our support, services, and resources are grade-appropriate for middle-school age students and take into careful account the developmental stages of second language acquisition.

13. Newly enrolled students who arrive after the start of the school year receive a school overview from a guidance counselor or a teacher who speaks the language. Our Parent Coordinator supports parents who are for the most part, Haitian-Kreyol to explain school routines. If a language other than Haitian-Kreyol is needed, a staff member is identified or the Translation Unit is contacted. Newly enrolled students are also assigned a peer buddy in their class to assist them with things like the class schedule, required school supplies, notebook format for class work and homework, and all school and classroom procedures and policies.

14. The only language elective offered in our building is 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 N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. We hold in-house professional development with a focus on academic language and content area vocabulary development. All general education teachers receive at least 8 hours of professional development in ESL methodologies and strategies. Special Education teachers receive at least 10 hours of this type of professional development.
2. All staff are familiarized with ELL-related assessments and score interpretation. Staff are also familiarized how to identify ELLs, specifically through accessing this data through ARIS, as well as by identifying the typical linguistic behaviors displayed by ELLs in productive and receptive modalities. In this way, teachers of ELLs are able to differentiate instruction.
3. ELL training for all non-ESL certified teachers of ELLs include QTEL classes – Building the Base, ESL for Beginners I, and in mathematics, science, and social studies when available. In addition, school-wide professional development sessions held monthly and on designated PD days (Election Day and Brooklyn-Queens Day) are differentiated to address the needs of ELLs.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parents of ELLs and non-ELLs are strongly encouraged to attend PTA meetings, we facilitate ongoing ELL orientations, the annual Science Fair and Science Family Night activities. Parents received on the spot translations into Haitian-Kreyol by our Parent Coordinator at these events. Parents are aware that we have an open-door policy, and are encouraged to visit the school and their children's teachers often. The participation of the parents of our ELLs has increased tremendously due to the out reach efforts of our Parent Coordinator.

2. Sesame Flyers International offers ESL, GED and computer literacy classes for the parents of ELLs. The Parent Coordinator also supports the parents in obtaining information regarding healthcare, eyeglasses and other issues that pertain to specific parents.
3. The needs of parents are evaluated chiefly through the annual Learning Environment Survey and are analyzed to identify areas for improvement. In addition, teachers of ELLs informally survey the parents of their students to identify ideal channels for communication and preferred language of communication. We have a school website that is extremely user friendly, our Parent Coordinator emails parents as well monthly PTA meetings and regular workshops that address the needs of all of our students. The Parent Coordinator's office is also very often utilized by the parents to assist them with resources to address very specific concerns they have including healthcare, vision care, mental health services, preventive and intervention programs. The Translation Unit services are used by the PC if there is a language based communication need that cannot be met by a staff member.
4. The ability for parents of ELLs to be involved is facilitated by making available language support so that they can communicate with all school staff and faculty. Important notices are translated into the necessary languages, and translation services are provided by staff members on occasions such as Parent-Teacher Conferences. The attendance of many of our parents in the GED, ESL and Adult Test Preparation courses through our Beacon Sesame Flyers CBO supports the fact that the needs of the parents are being addressed in our building.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							6	4	18					28
Intermediate(I)							7	18	16					41
Advanced (A)							9	8	8					25
Total	0	0	0	0	0	0	22	30	42	0	0	0	0	94

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							5	1	4				
	I							4	9	9				
	A							10	20	19				
	P							5	0	10				
READING/ WRITING	B							5	4	18				
	I							8	18	16				
	A							9	7	8				
	P							0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
3									0
4									0
5									0
6		9		9		0		0	18
7		14		5		0		0	19
8		14		11		1		0	26
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	9		11		1		0		21
7	12		15		0		0		27
8	22		18		3		0		43
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	19		13		3		0		35
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?

students falling lower. Again, there was little stamina for longer passages. For the 8th grade, one student performed at grade level, another one performed at the 7th grade level and the others were for the most part below grade level.

2. The NYSESLAT and LAB-R data reveal that we need to focus our instructional objectives and lesson planning toward reading and writing.

3. All data has been carefully and critically analyzed by classroom teachers along with the administrator in charge of ELLs. To address instruction, we have purchased meaningful, relevant and appropriate materials to adequately plan for instruction.

4. a. Reading, specifically vocabulary, and writing stand out as areas where our students need support. In terms of speaking, our students are comfortable with basic interpersonal communication skills but are challenged when exposed to content driven cognitive academic language skills..

b. We are now waiting for the results of our ELLs periodic assessment that was just administered to continue to address next steps for instruction. We expect to find similar trends as identified on the Ed Performance Series and NYSESLAT results.

c. When the results of the ELLs periodic assessment is received this year, each teacher will sit with his/her team to share results and identify next steps to support the student in the areas of deficiency.

5. We have no classes in native language.

6. The ELL periodic assessment results are analyzed in the same manner described above. We evaluate the effectiveness of our ELL programs by the rate at which students find success when they are mainstreamed into pull-out/push-in inclusion classes as evidenced by their classwork, assessment results and report card grades.

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.

NYS ELA and NYS math scores are unaccounted for because of the fact that we registered many students after testing was completed, in part due to the 2010 earthquake in Haiti, the native country of most the ELLs who attend our school.

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		Merve Williams
	Assistant Principal		Ikhlas Abdullah
	Parent Coordinator		Ivie Bien-Amie
	ESL Teacher		Yvonne McNeese
	Parent		Clerry Phillip
	Teacher/Subject Area		Melissa Beljous
	Teacher/Subject Area		Lindsay Rubsam
	Coach		Phobe Luke
	Coach		
	Guidance Counselor		Watson Mareus
	Network Leader		
	Other <u>Guidance Counselor</u>		Maria Lombardi
	Other <u>Asst. Principal</u>		Dennis Herring
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 068 Isaac Bildersee					
District:	18	DBN:	18K068	School		331800010068

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.0	92.3	91.3
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	295	278	281				
Grade 7	373	319	301				
Grade 8	400	397	332				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	4	3	1				
Total	1072	997	915				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	91.4	90.0	91.1

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	60.3	80.7	80.7

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	13	28	42

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	30	30	22

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	94	94	74	Principal Suspensions	128	227	219
# in Collaborative Team Teaching (CTT) Classes	23	27	31	Superintendent Suspensions	41	32	49
Number all others	84	69	72				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	87	91	TBD	Number of Teachers	82	87	79
# ELLs with IEPs	2	15	TBD	Number of Administrators and Other Professionals	26	28	14

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	10	6	17

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
	20	14	62	% fully licensed & permanently assigned to this school	100.0	100.0	94.2
				% more than 2 years teaching in this school	78.0	73.6	86.1
				% more than 5 years teaching anywhere	61.0	62.1	69.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	78.0	87.3
American Indian or Alaska Native	0.2	0.3	0.0	% core classes taught by "highly qualified" teachers	93.0	95.2	86.7
Black or African American	91.2	91.1	91.6				
Hispanic or Latino	5.3	5.8	5.6				
Asian or Native Hawaiian/Other Pacific	1.5	1.1	1.1				
White	1.8	1.7	1.6				
Male	55.9	56.1	55.1				
Female	44.1	43.9	44.9				

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

SURR School (Yes/No)		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:	X	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>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v					
Limited English Proficient	X	v					
Economically Disadvantaged	v	v					
Student groups making	5	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	39.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	27.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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