



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ISAAC BILDERSEE MIDDLE SCHOOL 068

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 18K068

PRINCIPAL: MERVE WILLIAMS EMAIL: MWILLIA24@SCHOOLS.NYC.GOV

SUPERINTENDENT: BERVERLY WILKINS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Reginald Simeon	*Principal or Designee	
Joseph Surpris	*UFT Chapter Leader or Designee	
Clerry Phillips	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Sharmaine Williams	CBO Representative, if applicable	
Watson Mareus	Member/UFT	
Corinthia James	Member/UFT	
Ryan Wheeler	Member/UFT	
Rachelle St. Louis	Member/UFT	
Mariette Best	Member/Parent	
Bernadette Bryan	Member/Parent	
Mary Iorio	Member/Parent	
Roody Sourverain	Member/Parent	
Maria Willis	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1 English Language Arts

- By May 2012, increase the number of students performing at level 3 and 4 by 6% including students with Limited English Proficiency, based on the NYS standardized assessment.

Comprehensive needs assessment

- As a result of our 2010 Joint Intervention Team (JIT) Review and based on a qualitative and quantitative needs assessment conducted by both our School Leadership Team, Professional Development team and our Collaborative Inquiry Team, we, as a school community, identified and committed to achieve the stated goal for the 2011-2012 school year. It is crucial that we continue to use our overall internal and external resources to meet our intended school goal for English Language Arts. Also, based on our data of last year's ELA scores, our students performed Ok in relation to our State academic Learning Standards; however, we know that most of our students should have performed better. This school year, our leadership teams have identified targeted students, based on numerous assessments that need more support to reach the State Academic Standards.

Instructional strategies/activities

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.

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 during each quarter.

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 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.

Staff members responsible for these activities include ELA teachers, ELA Coaches, SETSS and AIS teachers which will be supported and monitored by the Assistant Principal of literacy.

Strategies to increase parental involvement

- conducting parent-teacher conferences each semester during which the individual child's academic and behavioral achievement will be discussed thoroughly;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

Strategies for attracting Highly Qualified Teachers (HQT)

- Clearly, having a Highly Qualified Teaching staff is one of the keys to reaching our intended goal for this content; therefore, the school will utilize all its available resources to attract and maintain its Highly Qualified Teachers. We will use the allocated budget for Highly Qualified Teachers to provide internal and external professional developments to our teachers; those PD's will be provided monthly in order to monitor progress and to remain updated with latest philosophy and research driven strategies. The Assistant Principals will provide weekly professional development to their content teachers so that our teachers can share best practices among themselves and to provide professional support to one another. Moreover, we intend to hire consultants from ASCD to come to the school to conduct targeted professional development to our teachers. With the implementation of the weekly and monthly PDs, the sharing of best practices by staff members, the collegial support that will be provided to one another in such a professional environment, we feel that we will definitely reach our stated goal for this content area and for this year.
- Moreover, we will continue to create and reinforce an interdisciplinary curriculum to increase academic rigor through themed lessons and support differentiated learning experiences for students, provide training to staff members in developing and leading effective teams to ensure the growth of our professional learning communities, enhance communication with parents through our redesigned website, and establish a cross-role team to ensure the success of all initiatives by using a system of checks and balances

Service and program coordination

- At our school, we combine all the services receive from the Federal, State and local with those programs including under the NCLB to provide our students with the most enriching academic experience we possibly can. We have four guidance counselors in our school that are always ready to help our kids; they are always available to counsel and mentor our students, especially those who need most help. By helping our students with their social-emotional and academic problems, we feel that they, the students, will be better ready to focus on the instruction delivery and learn the skills set forth by our State and Local Learning Standards. In addition to our many Guidance Counselors, we also have a Psychologist, a Nurse, a full time Parent Coordinator, a pro-active PTA President, a Social Worker and many other professionals who are in our premises every day to ensure that our students receive the maximum aid and help as is conceivably possible. By coordinating all our services and making them available effective for our student population, we believe that we will reach our goal for this year.

Budget and resources alignment

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 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.

Budget

We will use C4E funds to sustain the additional class we created for our newly arriving English Language Learners.

We will utilize Reso-A grant funds to create a resource center equipped with computers to administer the Read 180 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.

Title III funds will be used to support our afterschool enrichment program for targeted LEP students in reading and writing.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2 Special Needs

- By March 2012, 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 6% based on the Acuity Periodic assessment.

Comprehensive needs assessment

- As a result of our 2010 Joint Intervention Team (JIT) Review and based on a qualitative and quantitative needs assessment conducted by both our School Leadership Team, Professional Development team and our Collaborative Inquiry Team, we, as a school community, identified and committed to achieve the stated goal for the 2011-2012 school year. It is crucial that we continue to use our overall internal and external resources to meet our intended school goal for our Special Needs students. Also, based on our data of last year's ELA scores for our Special Needs students, our students' performance was meager in relation to our State academic Learning Standards; however, we know that most of our students should have performed better given the fact that we utilized all the available resources we had at our disposal. This school year, our leadership teams have identified specific targeted students, based on numerous interim and periodic assessments that need more support to reach the State Academic Standards.

Instructional strategies/activities

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.

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 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.

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.

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.

Strategies to increase parental involvement

- conducting parent-teacher conferences each semester during which the individual child's academic and behavioral achievement will be discussed thoroughly;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Inviting parents to come to our school to collaborate with us so that we can seek collaborative solutions for our kids' most urgent needs.
- Asking parents to volunteer some time in our school to help us create the parent friendly school that we dream of.

Strategies for attracting Highly Qualified Teachers (HQT)

- Clearly, having a Highly Qualified Teaching staff is one of the keys to reaching our intended goal for this content; therefore, the school will utilize all its available resources to attract and maintain its Highly Qualified Teachers. We will use the allocated budget for Highly Qualified Teachers to provide internal and external professional developments to our teachers; those PD's will be provided monthly in order to monitor progress and to remain updated with latest philosophy and research driven strategies. The Assistant Principals will provide weekly professional development to their content teachers so that our teachers can share best practices among themselves and to provide professional support to one another. Moreover, we intend to hire consultants from ASCD to come to the school to conduct targeted professional development to our teachers. With the implementation of the weekly and monthly PDs, the sharing of best practices by staff members, the collegial support that will be provided to one another in such a professional environment, we feel that we will definitely reach our stated goal for this content area and for this year.
- Moreover, we will continue to create and reinforce an interdisciplinary curriculum to increase academic rigor through themed lessons and support differentiated

learning experiences for students, provide training to staff members in developing and leading effective teams to ensure the growth of our professional learning communities, enhance communication with parents through our redesigned website, and establish a cross-role team to ensure the success of all initiatives by using a system of checks and balances

- For this sector of our staff who are dedicated to helping our Special Needs students, we will ensure to create a school environment that is conducive to learning by having those teachers collaborate their best practices with our general education population; also, those teachers that will service our Special Needs will have extra time set aside to be creative and imaginative in their lessons so that our targeted students can benefit fully in their educational experience.

Service and program coordination

- At our school, we combine all the services receive from the Federal, State and local with those programs including under the NCLB to provide our students with the most enriching academic experience we possibly can. We have three ELL teachers that will continuously service our targeted kids and many special education teachers who are dedicated and devoted staff members ready and willing to provide their best experience to our targeted students. We have four guidance counselors in our school that are always ready to help our kids; they are always available to counsel and mentor our students, especially those who need most help. By helping our students with their social-emotional and academic problems, we feel that they, the students, will be better ready to focus on the instruction delivery and learn the skills set forth by our State and Local Learning Standards. In addition to our many Guidance Counselors, we also have a Psychologist, a Nurse, a full time Parent Coordinator, a pro-active PTA President, a Social Worker and many other professionals who are in our premises every day to ensure that our students receive the maximum aid and help as is conceivably possible. By coordinating all our services and making them available effective for our student population, we believe that we will reach our goal for this year.

Budget and resources alignment

- 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.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3 Mathematics

By June 2012, 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 consistent professional development and rigorous, differentiated instruction as informed by diagnostic/formative, summative and periodic assessments.

From September 2011 through June 2012, improve the use of assessment data to ensure that teachers use differentiated tasks that are well matched to student performance in lessons

Comprehensive needs assessment

- As a result of our 2010 Joint Intervention Team (JIT) Review and based on a qualitative and quantitative needs assessment conducted by both our School Leadership Team, Professional Development team and our Collaborative Inquiry Team, we, as a school community, identified and committed to achieve the stated goal for Mathematics for the 2011-2012 school year. We will continue to use our overall internal and external resources to meet our intended school goal for Mathematics. Also, based on our data of last year's math scores, our students performed Ok in relation to our State academic Learning Standards; however, we know that most of our students should have performed better. This school year, our leadership teams have identified targeted students, based on numerous assessments that need more support to reach the State Academic Standards.

Instructional strategies/activities

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 Implementation Timeline : September 2011 through May 2012

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 will provide the aforementioned professional development as well as direct teachers in analyzing data from common assessments, which will be provided for teachers from September 2011 to June 2012. 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.

Strategies to increase parental involvement

- conducting parent-teacher conferences each semester during which the individual child's academic and behavioral achievement will be discussed thoroughly;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Invite parents to share students experience with our staff members so that we can differentiate our lessons better.
- Ask targeted parents to come seat with their kids in order to increase student awareness and activism

Strategies for attracting Highly Qualified Teachers (HQT)

- Clearly, having a Highly Qualified Teaching staff is one of the keys to reaching our intended goal for this content; therefore, the school will utilize all its available resources to attract and maintain its Highly Qualified Teachers. We will use the allocated budget for Highly Qualified Teachers to provide internal and external professional developments to our teachers; those PD's will be provided monthly in order to monitor progress and to remain updated with latest philosophy and research driven strategies. The Assistant Principals will provide weekly professional development to their content teachers so that our teachers can share best practices among themselves and to provide professional support to one another. Moreover, we intend to hire consultants to come to the school to conduct targeted professional development to our teachers. With the implementation of the weekly and monthly PDs, the sharing of best practices by staff members, the collegial support that will be provided to one another in such a professional environment, we feel that we will definitely reach our stated goal for this content area and for this year.
- Moreover, we will continue to create and reinforce an interdisciplinary curriculum to increase academic rigor through themed lessons and support differentiated learning experiences for students, provide training to staff members in developing and leading effective teams to ensure the growth of our professional learning communities, enhance communication with parents through our redesigned website, and establish a cross-role team to ensure the success of all initiatives by using a system of checks and balances

Service and program coordination

- At our school, we combine all the services receive from the Federal, State and local with those programs including under the NCLB to provide our students with the most enriching academic experience we possibly can. We have four guidance counselors in our school that are always ready to help our kids; they are always available to counsel and mentor our students, especially those who need most help. By helping our students with their social-emotional and academic problems, we feel that they, the students, will be better ready to focus on the instruction delivery and learn the skills set forth by our State and Local Learning Standards. In addition to our many Guidance Counselors, we also have a Psychologist, a Nurse, a full time Parent Coordinator, a pro-active PTA President, a Social Worker and many other professionals who are in our premises every day to ensure that our students receive the maximum aid and help as is conceivably possible. By coordinating all our services and making them available effective for our student population, we believe that we will reach our goal for this year.

Budget and resources alignment

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.

Budget

Title III funds will be used for an after-school Math program to support targeted LEP students.

Title I PD funds will be used to provide professional development to teachers through coaching, inter-visitation and co-teaching sessions.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4 Science

By June 2012, increase the number of Limited English Proficient students performing at level 3 and 4 by 5% on the NYS Science exam.

Comprehensive needs assessment

- As a result of our 2010 Joint Intervention Team (JIT) Review and based on a qualitative and quantitative needs assessment conducted by both our School Leadership Team, Professional Development team and our Collaborative Inquiry Team, we, as a school community, identified and committed to achieve the stated goal for Science for the 2011-2012 school year. It is sine qua non that we continue to use our overall internal and external resources to meet our intended school goal for Science. Also, based on our data of last year's Science scores, our students performed Ok in regards to our State and Local academic Learning Standards; however, we know that most of our students should have performed better. This school year, our leadership teams have identified targeted students, based on numerous assessments that need more support to reach the State and Local Academic Standards.

Instructional strategies/activities

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.

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.

Students will be taken on Fieldtrips 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.

Strategies to increase parental involvement

- conducting parent-teacher conferences each semester during which the individual child's academic and behavioral achievement will be discussed thoroughly;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Invite parents to come watch their students creating scientific projects

Strategies for attracting Highly Qualified Teachers (HQT)

- Clearly, having a Highly Qualified Teaching staff is one of the keys to reaching our intended goal for this content; therefore, the school will utilize all its available resources to attract and maintain its Highly Qualified Teachers. We will use the allocated budget for Highly Qualified Teachers to provide internal and external professional developments to our teachers; those PD's will be provided monthly in order to monitor progress and to remain updated with latest philosophy and research driven strategies. The Assistant Principals will provide weekly professional development to their content teachers so that our teachers can share best practices among themselves and to provide professional support to one another. Moreover, we intend to hire consultants from ASCD to come to the school to conduct targeted professional development to our teachers. With the implementation of the weekly and monthly PDs, the sharing of best practices by staff members, the collegial support that will be provided to one another in such a professional environment, we feel that we will definitely reach our stated goal for this content area and for this year.
- Moreover, we will continue to create and reinforce an interdisciplinary curriculum to increase academic rigor through themed lessons and support differentiated learning experiences for students, provide training to staff members in developing and leading effective teams to ensure the growth of our professional learning communities, enhance communication with parents through our redesigned website, and establish a cross-role team to ensure the success of all initiatives by using a system of checks and balances

Service and program coordination

- At our school, we combine all the services receive from the Federal, State and local with those programs including under the NCLB to provide our students with the most enriching academic experience we possibly can. Our updated and modernized Science Lab is well equipped to help our students experience the most hands-on experience in defining and creating scientific projects. We also have our ELL teachers who are always ready to assist such student population to understand the jargons and language of the field. We have four guidance counselors in our school that are always ready to help our kids; they are always available to counsel and mentor our students, especially those who need most help. By helping our students with their social-emotional and academic problems, we feel that they, the students, will be better ready to focus on the instruction delivery and learn the skills set forth by our State and Local Learning Standards. In addition to our many Guidance Counselors, we also have a Psychologist, a Nurse, a full time Parent Coordinator, a pro-active PTA President, a Social Worker and many other professionals who are in our premises every day to ensure that our students receive the maximum aid and help as is conceivably possible. By coordinating all our services and making them available effective for our student population, we believe that we will reach our goal for this year.

Budget and resources alignment

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 Smart Boards, Senteo hand-held immediate –response devices, Laptop/projectors and Elmos. Teachers are allotted one period per week to meet as a team to plan instruction, share effective practices and analyze student data.

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.

Budget

Our Title III funds will support our LEP students through an after school Science program, which will reinforce essential Science concepts, skills, and vocabulary.

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 2012-2013. 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.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5 School Environment

We will decrease our school-wide level 4 and 5 infractions by 10%.

Comprehensive needs assessment

- Our School Leadership Team, Professional Development team and our Collaborative Inquiry Team identified school safety as an intricate part in our overall goals for this school year and we are committed to achieve the stated goal for School Environment for the 2011-2012 school year. Last year, the number of our major incidents had decreased compared to the year before; however, in our need to really create a friendly and respected school environment, we feel it is important to continue to strive to reduce the number of high level infractions in our school.

Instructional strategies/activities

We continue to 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.

Teachers will also continue to 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.

The continued implementation of the PBIS system along with the ESR will decrease the need to provide negative consequences such as suspensions for disruptive student behaviors.

Staff members were trained during the summer of August throughout the 2010-2011 academic school year. We will continue to provide training to our overall staff.

Our school's Deans are more dedicated than ever to attend to our kids most pressing needs to resolve conflicts. Our Deans remind our students every day of the school expectations and the incentives the students will receive if they behave in an exemplary way. Moreover, our Deans are able to identify some students who really need help about resolving social conflicts, and they work closely with our school's Guidance Counselors in order to help the students. Depending on the infraction committed, the students receive positive intervention before they are sent to In-House suspension or suspension site.

Strategies to increase parental involvement

- Notifying parents of the procedures when an infraction is committed and arrange an appointment with their child's teacher or other school staff member
- conducting parent-teacher conferences each semester during which the individual child's behavioral conduct will be discussed thoroughly;
- providing written and verbal information reports that are periodically given to keep parents informed of their children's behavioral progress;

Strategies for attracting Highly Qualified Teachers (HQT)

- Clearly, having a Highly Qualified Teaching staff is one of the keys to reaching our intended goal for this content; therefore, the school will utilize all its available resources to attract and maintain its Highly Qualified Teachers. We will use the allocated budget for Highly Qualified Teachers to provide internal and external professional developments to our teachers; those PD's will be provided monthly in order to monitor progress and to remain updated with latest philosophy and research driven strategies. The Assistant Principals will provide weekly professional development to their content teachers so that our teachers can share best practices among themselves and to provide professional support to one another.
- Moreover, we will continue to create and reinforce an interdisciplinary curriculum to increase academic rigor through themed lessons and support differentiated learning experiences for students, provide training to staff members in developing and leading effective teams to ensure the growth of our professional learning communities, enhance communication with parents through our redesigned website, and establish a cross-role team to ensure the success of all initiatives by using a system of checks and balances

Service and program coordination

- At our school, we combine all the services receive from the Federal, State and local with those programs including under the NCLB to provide our students with the most enriching academic experience we possibly can. We have three dedicated and devoted Deans that always go beyond their ways to provide behavioral and academic support to some of our struggling students. We have four guidance counselors in our school that are always ready to help our kids; they are always available to counsel and mentor our students, especially those who need most help. By helping our students with their social-emotional and academic problems, we feel that they, the students, will be better ready to focus on the instruction delivery and learn the skills set forth by our State and Local Learning Standards. In addition to our many Guidance Counselors, we also have a Psychologist, a Nurse, a full time Parent Coordinator, a pro-active PTA President, a Social Worker and many other professionals who are in our premises every day to ensure that our students receive the maximum aid and help as is conceivably possible. By coordinating all our services and making them available effective for our student population, we believe that we will reach our goal for this year.

Budget and resources alignment

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.

Budget

Projected grant funds will be used to fund an ESR and PBIS school-wide system that will decrease our overall occurrences.

Title I professional development funds will be used to provide coverages for teachers in order for them to receive personalized and differentiated training.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	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								

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>Brienza's Academic Advantage is an approved Supplemental Educational Services (SES) Provider in New York, New Jersey and Massachusetts. Under the No Child Left Behind act, it is a federally funded program that provides free tutoring services to selected title 1 schools as determined by the New York State Education Department. Brienza's Academic Advantage's objective is to support and extend learning so that all participants in their programs may reach high academic standards in English language arts and mathematics. It also seeks to provide academic support to struggling students in a caring and nurturing environment.</p> <p>Achieve3000 - 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>Study Island – 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>ESL Pull-out – An ESL teacher will pull-out targeted students to provide additional support to our English Language Learners in reading.</p> <p>In-Class Intervention – Classroom teachers will provide academic intervention for targeted students during the regular school day in ELA</p> <p>Renzulli-Online Instructional Tool – Provides targeted instructional resources based on students’ learning profile. Used as supplemental enrichment for higher performing students.</p> <p>Advisory – Each ELA teacher utilizes the advisory to work with 5 students in providing individualized instruction and critical skills</p>

<p>Mathematics</p>	<p>Breakaway Math – 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>Study Island – 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>ESL Pull-out – An ESL teacher will pull-out targeted students to provide additional support to our English Language Learners in reading..</p> <p>In-Class Intervention – Classroom teachers will provide academic intervention for targeted students through differentiated instruction during the regular school day in Math.</p> <p>Renzulli-Online Instructional Tool – Provides targeted instructional resources based on students’ learning profile. Used as supplemental enrichment for higher performing students.</p> <p>Advisory – 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>Science Exit Projects –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>Regents Science Saturday Academy - A Saturday Science Academy will provide small group instruction for students to build essential skill and provide Regents Exam test prep.</p> <p>SECME Science Competition – Selected students will take part in a science project competition.</p> <p>Renzulli-Online Instructional Tool – Provides targeted instructional resources based on students’ learning profile. Used as supplemental enrichment for higher performing students.</p> <p>Advisory – 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>Title I Middle School Intervention test prep academy - Provides small group instruction to students in reinforcing concepts and preparing for the state exam.</p> <p>Renzulli-Online Instructional Tool – Provides targeted instructional resources based on students’ learning</p>

	<p>profile. Used as supplemental enrichment for higher performing students.</p> <p>Advisory – 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>Guidance - 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>CAMBA CAPS Program – Provides attendance interventions services to students who are in need and at-risk.</p> <p>Resiliency Program - Provides gender based support and intervention to students with disabilities and are at-risk.</p> <p>Crisis Intervention Program – Provides student/family crisis intervention for at-risk students. (F-Status)</p> <p>Preventative Crisis Intervention – Provides preventative intervention for at-risk students</p>
At-risk Services provided by the School Psychologist	<p>School Psychologist - 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>Social Worker - 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>NYU Asthma Prevention Child Safety Program – Provides intervention services to students who are at-risk.</p> <p>Park Slope Mental Health Clinic – Provides intervention service for at-risk students and families in need of wellness support</p>

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 18K068 **School Name:** Isaac Bildersee Intermediate School

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

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

Category: Basic Focused Comprehensive

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

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

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Area of School Improvement: ELA Subgroup: English Language Learners/Students With Special Needs

Schools Findings from SQR:

The school has made notable advances in aligning units of study and rubrics with the Common Core State Standards in English language arts across the grades. In addition, implementation of New York State Standards embody key learning targets in math, social studies and science instruction, which follow city pacing calendars. Nonetheless, the lack of embedded rigor in performance tasks results in low emphasis on higher order thinking skills, thus, students are not afforded adequate challenge thereby thwarting meta-cognition and the development of critical thinking skills. For example, several high achieving students reported not being challenged.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Plan:

- I. Broaden curriculum planning to provide more opportunities for all students to be engaged in cognitively rigorous tasks that develop higher order thinking.
- II. Ensure that lessons are consistently rigorous and suitably planned to challenge all students and lead to active student engagement.

Part B: For Title I SINI Schools Only

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

At least 10% of the Title I allocation will be used to fund professional development in Curriculum mapping to better align the CCLS with unit plans and lessons. A staff developer will be funded either externally through ASCD or internally from an intervention/professional development teacher. The staff developer will work in collaboration with the ELA coach to design grade level maps, unit plans and lessons using our newly purchased anthology.

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

Our mentoring system is multi-tiered. We pair our new teachers with a mandated mentor who is a season content area expert. Our ELA coach also provides mentoring services to targeted teachers who are have been identified for supplemental support. We also pair teachers up as buddies to provide support to one another. All teachers are required to attend two department meeting per week where professional development and mentoring services are offered.

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 send notification to all parents via US Postal Service. Translated letters will be send home to the parents and families of our students who require notification in alternate languages. We will also post notices regarding our schools' status on our website.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [@](#).

Part I: School ELL Profile

A. School Information [@](#)

Cluster Leader/Network Leader Jose Ruiz/Julia Bov	District 18	Borough Brooklyn	School Number 068
School Name ISAAC BILDERSEE			

B. Language Allocation Policy Team Composition [@](#)

Principal Merve Williams	Assistant Principal Ikhlas Abdullah
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Coach Ms. C. Luke	Coach
ESL Teacher Leon Bell	Guidance Counselor Mr.Mareus
Teacher/Subject Area Ms.C.James/Science	Parent Mr.C.Philipp
Teacher/Subject Area Mr.C.Damus/Math.	Parent Coordinator Ms.I Bien-Aime
Related Service Provider Ms.A. Chavannes	Other Ms.B.Coker ESL Teacher
Network Leader Julia Bove	Other Ms.Moses.SP.Ed.CIT.SETS

C. 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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	921	Total Number of ELLs	100	ELLs as share of total student population (%)	10.86%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- 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 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Upon registration the pupil accounting secretary Ms. S. Daley distributes all documents including the HILS form to the parent(s) or guardian. Our guidance counselors conduct the initial screening and submit the names of the eligible students to Mr. L. Bell one of our ESL

Teachers who administer the initial Assessment. Mr. Bell then administers the LAB-R if applicable. The scores on the previous year's NYSESLAT and the LAB-R are used to place the student in one of three groups, Beginners, Intermediates and Advanced. All ELL's take the NYSLAT exam when it is scheduled and after scores have been received a new determination of placement is made after analysis of this new data.

2. Our staff is multicultural and multilingual and provide assistance to parents in describing the various choices that are available at the school. Among the languages that the Staff speaks are Spanish, Haitian Creole, French, Tagalog, Arabic, Italian.

If there is a need for a language other than those mentioned, a telephone conference is arranged with a qualified Central Board sponsored Translator. Parents therefore receive all relevant information regarding choices that can be made on behalf of their children.

The largest group of ELL's in this school come from Haiti and the school staff has many Haitian Creole speaking members.

3. One of our Guidance counselors speaks fluent Haitian Creole and with the assistance of our multilingual ESL Teachers distributes the entitlement letters and stress to the parent the importance of returning the entitlement letters. The parent coordinator also speaks Haitian Creole and reaches out to the parents with clarification on the entitlement letters. Every effort is made to ensure that all documentation is complete.

4. ELL's who are new admits are placed in the ELL instructional program based on their LAB-R scores, ELL's who are not new Admits are placed based on their NYSESLAT and ELA scores. ELA teachers and Math teachers are always part of the consultation process when placing our ELL's in Intermediate or Advanced classes. Parents are part of the consultation process and are always included when changes are suggested by staff. Multilingual staff members explain all future suggested changes by calling the parents.

5. Parent Survey and Program selection forms that are returned indicate a strong preference in this school for a Free Standing ESL Program. A Transitional Bilingual Program is the second choice. There is no Bilingual Program at our school, ESL instruction is provided by staff members who are multilingual. Our ESL teachers Push In to ELA, MATH, Science and Social studies.

6. The program model at our school aligns with the requests of the Parents and because of the strong support of a multilingual staff in class rooms they are very satisfied that their child's language and cultural background is taken into account.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							33	33	34	0	0	0	0	100
Total	0	0	0	0	0	0	33	33	34	0	0	0	0	100

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	100	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	9
SIFE	3	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	28

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	75			10			15			100
Total	75	0	0	10	0	0	15	0	0	100

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

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	0	0					0
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							0	0	0					0
Arabic							0	0	0					0
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Yiddish							0	0	0					0
Other __							0	0	0					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	
	ELL	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): 0 Number of third language speakers: 0

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	2	0					5
Chinese							0	2	0					2
Russian														0
Bengali														0
Urdu														0
Arabic							2	2	4					8
Haitian							26	27	28					81
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	2	1					4
TOTAL	0	0	0	0	0	0	32	35	33	0	0	0	0	100

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here. The Organizational Model is Departmental and Push-In

1.a. The Beginner's Classes are taught by Ms. Coker an ESL licensed Teacher with a Bilingual extension who teaches ESL and Social Studies, Math is taught by Ms. St. Louis a multilingual professional who speaks Haitian Creole and Spanish, Science is taught by Ms. Leesang who is also multilingual and speaks Chinese. Beginners also meet with Mr. Bell during Advisory a licensed ESL teacher who speaks among other languages Spanish, French and some Haitian Creole.

b. The program model for the beginners is Block and Ungraded. The Intermediates and the more Advanced ELL's are placed in Homogenous classes with the ESL Teacher Pushing-In.

2. The Administrators and the ESL teachers have programmed the number of Units that is required as per the consent decree and have programmed several periods with the ESL Teachers for small group instruction. a) Explicit ESL instruction for Beginners is 360 minutes in the Free Standing are multi-grade classes. The Intermediate Students receive Push In services from the ESL Teacher and an equal number of Pull out units with the ESL Teacher, total 360 minutes. Advanced Students receive Push-In services for a total of 180 minutes and additional support when needed from the ESL and multilingual teachers.

3. The English Language Arts instruction is provided by multilingual professionals, The Balanced Literacy Approach is used consisting of author and genre studies are standards based and aligned to curriculum, Text used is Access New Comers and Access English. Math is taught by a multilingual professional who is able to explain in the Language of the Student when needed, Text Books, Math Advantage, Math Unlimited and Longman Mathematics. The social studies text is Acces History and Science Text is called New York Science.

4. ELL Teachers and Multilingual Teachers, meet to discuss the progress of the ELL's once a week.

5. New comers are engaged in Language Acquisition and use texts that promote Literacy through learning, also are utilizing a phonics based approach to decoding words. Our intermediate and advanced students are engaged in standard based author and genre studies as per the curriculum.

a) SIFE students are placed in the Beginner multigrade ELL classes where they get phonics classes and support from ESL teachers and a paraprofessional.

b) Newcomers who are Beginners enter the Beginner multigrade class with all the above mentioned services, Newcomers who are at an Intermediate level but have less than 3 years enter single grade homogeneous classes where there are concentrations of ELL's who receive all the ESL support from the ESL teacher and the multilingual faculty. Newcomers in this category also receive support during the Advisory periods and attend the Title III afternoon sessions and the Saturday sessions.

A. Programming and Scheduling Information

c)ELL's who have been receiving services for 4-6 years are placed into our single grade homogeneous classes with multilingual faculty and ELL teacher support.These students receive Title III services and ELL teacher and faculty support during Advisory.

d)ELL's who have received more than 6 years of ESL services,are placed into single grade ESL push-in, pull-out inclusion classes.

6.Teachers of ELL's-SWD's use a phonics based instruction program by McMillan, Building Literacy through Learning and Triumphs Intervention.The ESL teachers push into the ELA and Math classes and support the ELL's along with their SP.ED teachers and Paraprofessionals.

7.The ESL teacher also pulls out Sp.Ed students,mainstreamed in the ESL classes to ad support for ELL-SWD within the least restricted environment.Native Language Support is constant, the School has dictionaries in the appropriate Languages for ou students, the library has materials in the languages so students can read all the materials that they have an interest in. The faculty is multilingual, Spanish , H.Creole, French and Arabic.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

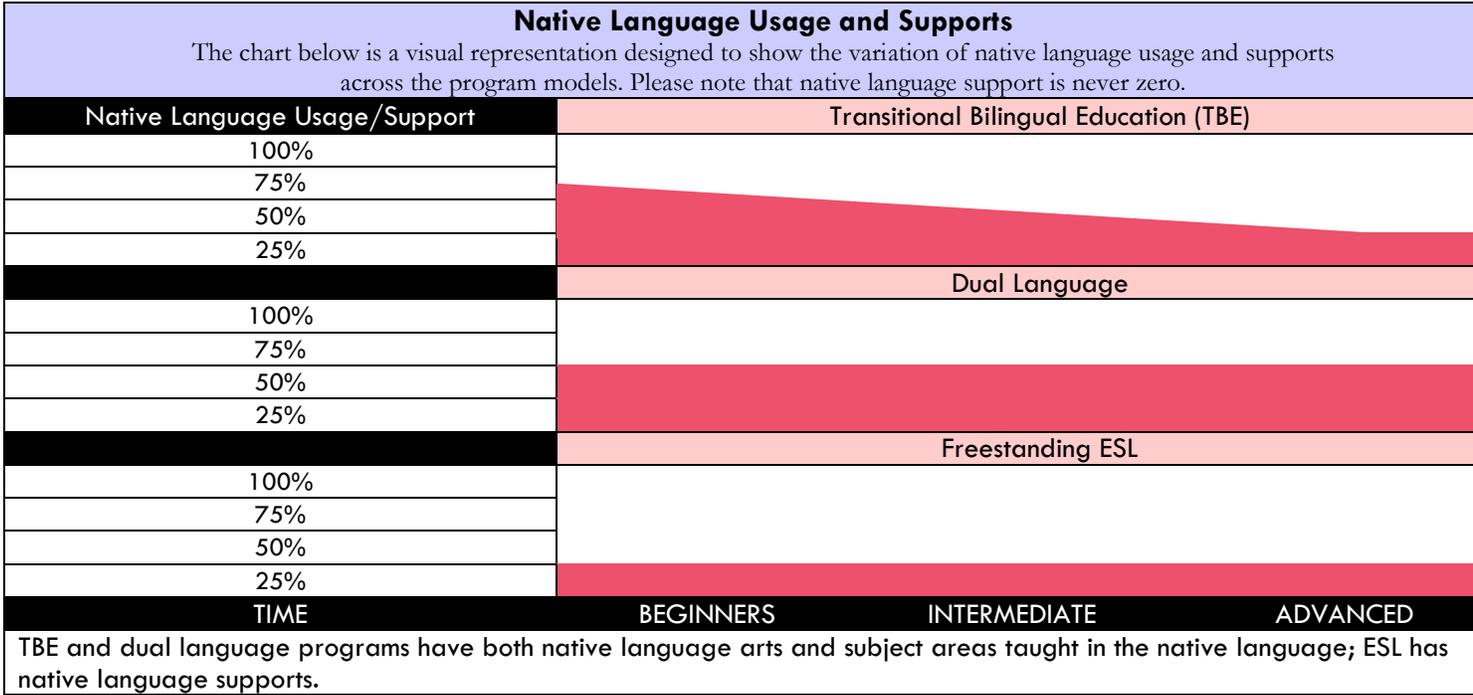
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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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

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

Paste response to questions 8-17 here .ELL's all are supported by multilingual teachers and ESL teachers at all Levels.The school has acquired Libraries , Glossaries and uses translators on Staff to assist students.

8.Targeted intervention for ELL's in ELA,beginners use Access Newcomers and Access English,intermediates and Advanced include Wilson Reading,Great Leaps,Achieve 3000

Targeted intervention programs in Math include,Math Advantage,Math Unlimited and Longman Mathematics.

Social Studies;Access History, Science New York Science.

9.ELL's who require transitional support after 2 years after reaching proficiency on the NYSESLAT receive Push-In services from the ESL teachers.These students are also targeted for school group instruction during Advisory ,our SES programs,and our Title III After School Program.

10.Our newest Program is Achieve 3000,to address the special needs of our ELL's

11.Read 180 was proven to be ineffective for our ELL's therefore was diascontinued.

12.ELL's are afforded equal access to school wide programs and are especially targeted for inclusion. Our ELL's participate in Music and Art,ie Broadway Juniors, Student Government and all After School Sports Programs.ELL's participate in the Haitian creole Spelling Bee an annual event and our Multicultural Fair. ELL's also participate in the School Fashion Show.

13.ELL's have access to small computers "notebook" technology and do research on Computers and IPads. Ell's also use SMART BOARDS in their classes and CD players for audio books.ELL's use books appropriate to the content areas specifically designed for ELL's.

14.Ell's at Bildersee have one Foreign Language Elective is Spanish however ELL' participate in Native Language discussions with the Multilingual faculty in Haitian Creole ,Spanish and French.

15.Support Services and resources are grade appropriate for Middle School Age Students and take into account the developmental stages of Second Language Acquisition.

16. The Language Elective 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. Not Applicable.

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. In House Professional Development is held on a weekly basis for ELL' Teachers with a focus on Academic Language and Content Area development.

2.The staff is familiarized with ELL related assessment and score interpretation.The staff also uses Aris to do Item Analysis and learn the typical linguistic challenges that ELL's exhibit.Teachers therefore know how to differentiate instruction for ELL's.

3.ELL training for non-ESL certified teachers include QTEL classes,Building the Base and learning ESL strategies such as TPR.

School wide PD's include how to do scaffolding in Math, Science and Social Studies.

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 ELL's attend PTA meetings, An Orientation meeting led by the ESL teachers where a Video is played about parent choices.Parents are encouraged to participate by our Parent Coordinator a multilingual professional and the multilingual staff.Turn out is good due to the Parent Coordinator's out reach with phone calls and emails.

2.Bildersee partners with Sesame Flyers International to provide ESL,GED and computer Literacy programs fothe parents of ELL's. The Parent Coordinator also supports parent to obtain information for their health and welfare.

3. The needs of parents is evaluated through the learning Environment Survey given to parents. The surveys are evaluated for areas of improvement.Teachers also informally survey the parents to identify the ideal channel of communication. The Paren Coordinator's office is also used to address specific parents have.

4.Language services are made available to parents,documents in the language of the parents are made available and translated who are on staff are engaged as needed. The attendance of parents in the GED, ESL, CComputer classes indicates the succes of the program

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	17	9					29
Intermediate(I)							11	8	9					28
Advanced (A)							17	10	5					32
Total	0	0	0	0	0	0	31	35	23	0	0	0	0	89

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							3	11	9				
	I							11	8	9				
	A							17	10	5				
	P							0	0	0				
READING/ WRITING	B							4	16	9				
	I							11	7	14				
	A							17	9	7				
	P							0	0	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6		2	5	0	7
7		5	6	0	11
8	2	15	4	0	21
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	0		1		3		2		6
7	2		5		2		2		11
8	3		9		8		1		21
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here The ELL's are administered the LAB-R which is used for placement in the appropriate classes. The results tell us how best to group the ELL's and make certain that they are experiencing growth. Instruction is differentiated and scaffolded to benefit the ELL's Our school uses the ED.Performance series to assess the literacy skills of our students.Short reading passages were generally well received by our ELL's. Long Reading passages presented more of a challenge. Writing has also presented more of a challenge for our students.We have purchased materials to support the improvement of reading and writing. Our NYSESLAT and LAB-R results have helped to focus on Reading and Writing skills for the ELL's.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Isaac Bildersee</u>		School DBN: <u>18K68</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Merve Williams	Principal		12/1/11
Iklas Abdullah	Assistant Principal		12/1/11
I Bien Aimee	Parent Coordinator		12/1/11
Leon Bell	ESL Teacher		12/1/11

School Name: <u>Isaac Bildersee</u>		School DBN: <u>18K68</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
C.Phillip	Parent		12/1/11
Carlo Damus	Teacher/Subject Area		12/1/11
B.Coker	Teacher/Subject Area		12/1/11
C.Luke	Coach		12/1/11
	Coach		12/1/11
Mareus	Guidance Counselor		12/1/11
Julia Bove	Network Leader		12/1/11
R. Simeon	Other <u>Dean/Intervention</u>		12/1/11
	Other _____		12/1/11
	Other _____		12/1/11
	Other _____		12/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor’s Regulations – for all schools

DBN: 068 School Name: Isaac Bildersee Middle School

Cluster: 6 Network: 602

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.

At MS 068 the Interests of the parents as well as the needs of our students are taken into account. At registration our policy is to engage one of our translators and speaker of the relevant language to confer with the parent about their needs.

Documents in the appropriate language provided by the Department of Education are presented to the parents.

Every effort is made to ensure that the parent has the information to make informed decisions for their children. If there is no staff member that speaks that particular language, the nyc. dept. of education is contacted for a translator. If documents are brought into the school and the staff members can not translate them copies of documents would be made and sent to the dept of education's translation services unit. The school takes advantage of over the phone translation and interpretation services when needed. Time is also taken into account for a speedy resolution of each case.

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.

IS 68 has a very large student population from Haiti and a very large number of members of staff that are fluent in H.Creole. The school has purchased many H.Creole dictionaries, Glossaries and Books in the Library that helps our students to feel not only welcome but good about their Language and Culture. The Hispanic population that is very small has the same opportunity to avail themselves of the collection of books and videos in Spanish. A small but growing Arabic population is given educational materials suitable to them as students in the school. Parents can count on the staff members of the school to support and inform them During Parent Orientation, PTA meetings and mailings to parent to keep them informed. The Parent Coordinator and staff members and the PTA play a vital role in keeping Parents dutifully informed about the educational process of the students and the rights of the parents.

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 uses translated documents provided by the dept. of education which outlines the educational process in foreign languages, the rights of the parents of choice of programs and the availability of Bilingual Programs. Timely translation is available during registration and selection, standards and performance, discipline and health. Letters of placement and transfers and discharges are used in the language of the parent on site interpretation services and over the phone interpretation services are offered to the parent when needed.

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.

IS 68 has a large staff of Translators fluent in H.Creole,French,Spanish.Arabic . At IS 68 these are the languages of our school population therefore the translating is done mostly in house. Should another language be required the Translation Services unit will be contacted. Also Parents would be given a cover letter indicating how the parent can request a translation or interpretation.

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>.

Parents receive documents concerning registration and selection in their language ,standards and performance ,conduct and discipline ,safety and health all in the native Language.If not available the DOE unit for Translation and Interpretation is contacted. School Funding is also available if an outside Agency has to be contacted.Specific Interpretation can be offered at the school or over the phone.Translated versions of the parent Bill of Rights and a Guide to NYC Schools is also made available.The school also downloads signs from the DOE site.These are posted in areas so that parents can view them. The school keeps records of the primary language of each student and updates the information in ATS.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information

Part A: School Information

Name of School: Isaac Bildersee	DBN: 18 K68
Cluster Leader: Jose Ruiz	Network Leader: Julia Bove
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy Other: _____

Total # of ELLs to be served: 60

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here: ELL's will receive the necessary support needed to succeed and meet the NYS standards outlined in the NYS Core Curriculum. Each session will be 2 hours with subject teachers in ELA ,Math and Science. Students will rotate through Math,Science and ELA. The time frame will allow students sufficient time to absorb the material ask and answer questions on the material.

The certified ELL teacher will be teaching the ELA program using ESL best practices,ie Scaffolding, Total Physical Response,Immersion.The Math teacher also multilingual will be using ESL strategies in Math.The Science teacher also multilingual will be using proven ESL strategies in Math to assist and support our ELL's. There will a total of 50 -60 students that will attend the Title III program.The program will be for ELL's in grades 6,7 and 8. The majority of the student population at Bildersee in the ELL population is of the Haitian Creole language background. The population of Spanish Language speakers and Arabic speakers is small but theTitle III Afterschool staff caters to all students whose home language is not English.The students will meet two days a week from 3:00 pm to 5:00 pm on Tuesdays and Thursdays. The Language of Instruction will be English.

Students will use technology, computers,net books and the SMART Board to assist in the learning process.All materials used will be aligned with the NYS Core Curriculum.Students will also have access to Native Language Materials in the Library.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Monolingual teachers of ELL's need to be able to effectively reach ELL's and understand the unique challenges of ELL's. Teachers will become familiar with ELL strategies due to intervention and the recommendations of the ELL teachers Mr.LBell and Ms.B.Coker .Most sessions last 40 minutes. The ELL teachers push into all classes to assist Monolingual teachers with the instruction of ELL's. Teachers will be tutored in QTEL: i.e. How to effectively scaffold instruction for ELL's. The Total Physical Response and Language Immersion techniques. Outside PD's whenever possible teachers of ELL's.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of ELL's are always present at PTA and all school events. Our School Parent Coordinator Ms.I.Bien Aimee is a H.Creole speaker and does a very effective job in reaching out to the parents of the ELL's, by invitation letter and telephone. ELL parents are invited to a separate Parent Orientation, a licenced pedagogue explains parental choices with respect to program choices for their students and makes certain along with the multiculturalL Staff that the parents are part of the process. The choices are a)Bilingual Program b) Transitional Bilingual Program c) Free Standing ESL prog. The parents listen to the choice video provided by the NYCDOE and can ask questions for at least one hour after the video has been played in the appropriate Languages.

Mr.Bell and Ms.Coker ESL teachers attend the Parent Orientation meetings. Our guidance counselors are part of the process of informing parents. The Parent Coordinator and other staff members assist if any translations in another language is needed. Parents come to the school on a daily basis and accomodations are made to those who can not attend sessions while they are at work. Sessions are then scheduled in the evening to make certain that all are informed about the process at the DOE.

Parents also receive information about Health and Welfare from the Parent Coordinator and participate in activities such as learning English and Computer Technology sponsored by outside Agencies

Part E: Budget

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

Allocation Amount: \$0

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