



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ISAAC BILDERSEE
DBN (i.e. 01M001): 18K068
Principal: MERVE WILLIAMS
Principal Email: MWILLIA24@SCHOOLS.NYC.GOV
Superintendent: BEVERLY WILKINS
Network Leader: JULIA BOVE

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jeff Michel	*Principal or Designee	
Joseph Surpris	*UFT Chapter Leader or Designee	
Whyte	*PA/PTA President or Designated Co-President	
David Clarke	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sharmaine Williams	Member/	
Shireika Clifford	Member/	
Georgia Campbell	Member/	
Karen Blake	Member/	
Corinthia James	Member/	
Mariette Best	Member/	
Bernadette Bryan	Member/	
Mary Iorio	Member/	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By May 2014, increase the number of students performing at level 3 and 4 on the NYS ELA exam, by 5% including students with Limited English Proficiency, as evidenced by the NYS standardized assessment results.

Comprehensive Needs Assessment

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

As a result of our 2010 Joint Intervention Team (JIT) Review and based on the 2011 School Quality Review SQR, and the 2012-2013 DQR we identified and committed to achieve the stated goal for the 2013-2014 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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Data Driven Instruction:

- 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 offer multiple entry points in lessons to address student needs.
- These students will be closely monitored and receive differentiated lessons and AIS support where necessary.
- Uniform unit assessment will be used to assess student progress at the end of each of our themed units.
- Data from these assessments will be utilized to determine subsequent instructional focus and to continually enhance the curricula.
- We will enhance our system of assessments by introducing daily student performance data collecting tools.
- This will include exit tickets and conference notes that will be used regularly by teachers to gauge the effectiveness of their lessons and the abilities of the students.
- This data will inform daily instruction and guide our curriculum mapping process

2. Creating Multiple Entry Points for all learners:

- Infuse into the curriculum strategies that address differentiation of instruction i.e. Universal Design for Learning, Adaptive Technologies, Interactive White Board Lessons, etc.
- Weekly professional development sessions that are focused on using specific data related to student learning styles and student work to drive instructional planning for ELL's.
- This weekly Common Planning Time (CPT) will be used to highlight intentional, purposeful grouping of students for differentiation of instruction within author/genre studies, as well as address continuity of instruction.
- School wide “differentiation days” will be included during each quarter.

3. **Professional Development**

- Staff will be provided ongoing professional development in utilizing the Danielson Framework along with content standards to craft effective lesson plans.
- This will be done through peer lesson studies facilitated by the Peer Intervention Coach (PIC) and Demonstration Teachers (DT).
- Lesson planning sessions will focus on embedding the instructional shifts in the content areas.
- The Talent coach will provide professional development and support to the administrative team in calibrating ratings of the instructional components of the Danielson rubric

4. **Common Planning**

- 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.

5. **Teacher Effectiveness Framework**

- Teachers will be provided ongoing instructional support and feedback through a rigorous system of classroom observations using the Danielson Teacher Effectiveness Framework.
- Elements of instruction will be rated according to the standardized rubric. Areas for growth will be identified, documented and teachers will be given specific next steps and timeline to improve instructional practices.
- The Teacher effectiveness ambassador will work with individual and teams of teachers each week to perform peer observations, introduce and demonstrate effective practices, provide support in using the Danielson rubric as a planning tool and provide feedback.

- The demonstration teachers will serve as learning labs for teacher inter-visitations where effective practices are demonstrated.
- The administrative team will provide professional development to all staff and perform targeted lesson observations to gauge the effectiveness of instruction and provide targeted staff and teacher support.

B. Key personnel and other resources used to implement each strategy/activity

1. Data Specialist, ELA and ELL teachers, Performance Series
2. ELA Ambassador, ELA and ELL teachers UDL Framework, Network Technology Specialist
3. Administration, ELA Ambassador, Talent Coach, Lead Teachers
4. ELA and ELL teachers, the Peer Intervention coach will lead lesson planning sessions (Lesson Study) to provide guidance in writing effective lesson plans using the core standards, Danielson framework, and unit plans.
5. Administration, Talent Coach, Network, Teacher Effectiveness Ambassador turnkey Network PD, Lead Teachers to demonstrate best practice

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Targets to evaluate progress include the periodic assessment system, unit assessments, and daily instructional assessments given by teachers. After each unit students will review their performance and record it on a graph. Student performance data will then be analyzed by teacher teams and the administrative team to measure progress toward student goals.
2. Data from short observational cycles will be reviewed and utilized to target PD topics for groups, and individual teachers ongoing noting progress on Danielson Rubric
3. After each unit an analysis will be performed to identify academic trends for individual students and sub-groups of students. This data will be used to modify instructional plans and curriculum maps. It will also be used to provide academic intervention to students as needed.
4. ELA and ELL teachers, and Administration will keep agendas and outcomes from planning meetings to measure progress of agreed upon strategies
5. Data gathered from the short cycles of feedback will be analyzed noting positive movement on Danielson Rubric

D. Timeline for implementation and completion including start and end dates

1. All activities will commence at the beginning of the year on September 5, 2013 and will run through the end of June 2014.
2. All activities will commence at the beginning of the year on September 5, 2013 and will run through the end of June 2014
3. All activities will commence at the beginning of the year on September 5, 2013 and will run through the end of June 2014.
4. All activities will commence at the beginning of the year on September 5, 2013 and will run through the end of June 2014.
5. All activities will commence at the beginning of the year on September 5, 2013 and will run through the end of June 2014..

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher teams will be programmed to meet twice per week by grade.
2. CPT meeting will be mandatory meetings when teachers are provided professional development, curriculum mapping and data analysis.
3. Teachers will also meet every Thursday morning for the 37 ½ minutes to receive PD, plan and review student performance data.
4. Scheduling for Common Planning
5. Talent Coach, Network Support no cost

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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;

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy		Title IA		Title IIA	x	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By March 2014, there will be a 6% increase in 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, measured by the Acuity Periodic assessment.

Comprehensive Needs Assessment

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

- 2012-2013 Progress Report indicated that the school received 4.1 credits out of a possible 17 in closing the achievement gap for SWD and ELLs. 2012-2013 DQR we identified that in-depth vocabulary development may be holding SWD and ELL from better achievement. As a result of our 2010 Joint Intervention Team (JIT) Review and based on the 2011 School Quality Review SQR, it is crucial that we continue to use our overall internal and external resources to meet our intended school goal for Vocabulary.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
 - 1. Data Driven Instruction**
 - Teachers will improve the level of vocabulary instruction by effectively using data to inform and drive instruction for all LEP and SWS 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 offer multiple entry points in lessons to address student needs.
 - These students will be closely monitored and receive differentiated vocabulary lessons and AIS support where necessary.
 - Uniform unit assessment will be used to assess student progress at the end of each of our themed units.
 - Data from these assessments will be utilized to determine subsequent instructional focus and to continually enhance the curricula.
 - We will enhance our system of assessments by introducing daily student performance data collecting tools.
 - This will include exit tickets and conference notes that will be used regularly by teachers to gauge the effectiveness of their lessons and the abilities of the students.
 - This data will inform daily instruction and guide our curriculum mapping process.
 - 2. Professional Development**

- Strategies that address differentiation of vocabulary instruction include weekly professional development sessions that are focused on using specific data and student work to drive instructional planning for ELL's.
- Staff will be provided ongoing professional development in utilizing the Danielson Framework along with content standards to craft effective lesson plans.
- This will be done through peer lesson studies facilitated by the Peer Intervention Coach (PIC) and Demonstration Teachers (DT).
- Lesson planning sessions will focus on embedding the instructional shifts in the content areas.

3. **Common Planning**

- This weekly Common Planning Time (CPT) will be used to highlight differentiation of vocabulary 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.

4. **Danielson Rubric**

- Teachers will be provided ongoing instructional support and feedback through a rigorous system of classroom observations using the Danielson Teacher Effectiveness Framework.
- Elements of instruction will be rated according to the standardized rubric. Areas for growth will be identified, documented and teachers will be given specific next steps and timeline to improve instructional practices.

2. Key personnel and other resources used to implement each strategy/activity

3. The Teacher effectiveness ambassador will work with individual and teams of teachers each week to perform peer observations, introduce and demonstrate effective practices, provide support in using the Danielson rubric as a planning tool and provide feedback.
4. The Talent coach will provide professional development and support to the administrative team in calibrating ratings of the instructional components of the Danielson rubric.
5. The Peer Intervention coach will lead lesson planning sessions (Lesson Study) to provide guidance in writing effective lesson plans using the core standards, Danielson framework, and unit plans.
6. The demonstration teachers will serve as learning labs for teacher inter-visitations where effective practices are demonstrated. The administrative team will provide professional development to all staff and perform targeted lesson observations to gauge the effectiveness of instruction and provide targeted staff and teacher support.

7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Targets to evaluate progress include the periodic assessment system, unit assessments, and daily instructional assessments given by teachers.
2. After each unit students will review their performance and record it on a graph.
3. Student performance data will then be analyzed by teacher teams and the administrative team to measure progress toward student goals.
4. After each unit an analysis will be performed to identify academic trends for individual students and sub-groups of students. This data will be used to modify instructional plans and curriculum maps. It will also be used to provide academic intervention to students as needed.

8. Timeline for implementation and completion including start and end dates

1. All activities will commence at the beginning of the year on September 5, 2013 and will run through the end of June 2014.
2. All activities will commence at the beginning of the year on September 5, 2013 and will run through the end of June 2014
3. All activities will commence at the beginning of the year on September 5, 2013 and will run through the end of June 2014
4. All activities will commence at the beginning of the year on September 5, 2013 and will run through the end of June 2014

9. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher teams will be programmed to meet twice per week by grade.
2. CPT meeting will be mandatory meetings when teachers are provided professional development, curriculum mapping and data analysis.
3. Teachers will also meet every Thursday morning for the 37 ½ minutes to receive PD, plan and review student performance data.
4. Administrators, Peer Intervention Coach, Talent Coach monthly

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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;

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 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 in Mathematics.

Comprehensive Needs Assessment

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

- Progress Report 2012-2013 showed that 1.3% of our ELL and SWD scored 3 or 4 on the State Math assessment. As a result of our 2010 Joint Intervention Team (JIT) Review and based on the 2011 School Quality Review SQR, and the 2012-2013 DQR we identified and committed to achieve the stated goal for the 2013-2014 school year. It is crucial that we continue to use our overall internal and external resources to meet our intended school goal for Mathematics. 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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Data Driven Instruction:

- The Math teachers will improve the level of instruction by effectively using data to inform and drive instruction for all LEP and SWD 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 offer multiple entry points in lessons to address student needs.
- These students will be closely monitored and receive differentiated lessons and AIS support where necessary.
- Uniform unit assessment will be used to assess student progress at the end of each of our themed units. Data from these assessments will be utilized to determine subsequent instructional focus and to continually enhance the curricula.
- 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 SWD and ELL's.
- This weekly Common Planning Time (CPT) will be used to highlight differentiation of instruction within unit studies, as well as address continuity of instruction. School wide "differentiation days" will be included during each quarter.
- We will enhance our system of assessments by introducing daily student performance data collecting tools.
- This will include exit tickets and conference notes that will be used regularly by teachers to gauge the effectiveness of their lessons and the abilities of the students.
- This data will inform daily instruction and guide our curriculum mapping process

2. Professional Development

- Staff will be provided ongoing professional development in utilizing the Danielson Framework along with content standards to craft effective lesson plans.
- This will be done through peer lesson studies facilitated by the Peer Intervention Coach (PIC) and Demonstration Teachers (DT).
- Lesson planning sessions will focus on embedding the instructional shifts in the content areas.

3. Common Planning Time

- Our weekly common planning professional development sessions will ensure that consistency of instruction takes place in Math classrooms through teacher focus, unit studies, use of technology, addressing real world application and data driven, purposeful small and whole group instruction.
- These planning sessions will also focus on our thematic curriculum units, word study, and best Math practices in delivering differentiated instruction to English Language Learners and SWD.

4. Danielson Rubric

- Teachers will be provided ongoing instructional support and feedback through a rigorous system of classroom observations using the Danielson Teacher Effectiveness Framework.
- Elements of instruction will be rated according to the standardized rubric. Areas for growth will be identified, documented and teachers will be given specific next steps and timeline to improve instructional practices.

2. Key personnel and other resources used to implement each strategy/activity

1. The Teacher effectiveness ambassador will work with individual and teams of teachers each week to perform peer observations, introduce and demonstrate effective practices, provide support in using the Danielson rubric as a planning tool and provide feedback.
2. The Talent coach will provide professional development and support to the administrative team in calibrating ratings of the instructional components of the Danielson rubric.
3. The Peer Intervention coach will lead lesson planning sessions (Lesson Study) to provide guidance in writing effective lesson plans using the core standards, Danielson framework, and unit plans. The demonstration teachers will serve as learning labs for teacher inter-visitations where effective practices are demonstrated.
4. The administrative team will provide professional development to all staff and perform targeted lesson observations to gauge the effectiveness of instruction and provide targeted staff and teacher support.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

4. Targets to evaluate progress include the periodic assessment system, unit assessments, and daily instructional assessments given by teachers.
5. After each unit students will review their performance and record it on a graph.
6. Student performance data will then be analyzed by teacher teams and the administrative team to measure progress toward student goals.
7. After each unit an analysis will be performed to identify academic trends for individual students and sub-groups of students. This data will be used to modify instructional plans and curriculum maps. It will also be used to provide academic intervention to students as needed.

8. Timeline for implementation and completion including start and end dates

1. All activities will commence at the beginning of the year on September 5, 2013 and will run through the end of June 2014.
2. All activities will commence at the beginning of the year on September 5, 2013 and will run through the end of June 2014.
3. All activities will commence at the beginning of the year on September 5, 2013 and will run through the end of June 2014.
4. All activities will commence at the beginning of the year on September 5, 2013 and will run through the end of June 2014.

9. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher teams will be programmed to meet twice per week by grade.
2. CPT meeting will be mandatory meetings when teachers are provided professional development, curriculum mapping and data analysis.
3. Teachers will also meet every Thursday morning for the 37 ½ minutes to receive PD, plan and review student performance data.
4. Administrative team meets during school day 1x per week

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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;

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA	x	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

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

By June 2014, there will be a 5% increase in the number of Limited English Proficient students performing at a level 3 and 4 on the NYS Science exam.

Comprehensive Needs Assessment

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

- Progress Report 2012-2013 shows that 24.8% of our students scored 3 or 4 on the State Science Exam. As a result of our 2010 Joint Intervention Team (JIT) Review and based on the 2011 School Quality Review SQR, and the 2012-2013 DQR we identified and committed to achieve the stated goal for the 2013-2014 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. 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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Data Driven Instruction:

- The Science teachers will team with ELA teachers to 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 offer multiple entry points in lessons to address student needs.
- These students will be closely monitored and receive differentiated lessons and AIS support where necessary.
- Uniform unit assessment will be used to assess student progress at the end of each of our themed units.
- Data from these assessments will be utilized to determine subsequent instructional focus and to continually enhance the curricula.
- 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.
- We will enhance our system of assessments by introducing daily student performance data collecting tools.
- This will include exit tickets and conference notes that will be used regularly by teachers to gauge the effectiveness of their lessons and the abilities of the students.
- This data will inform daily instruction and guide our curriculum mapping process.

2. Professional Development:

- Staff will be provided ongoing professional development in utilizing the Danielson Framework along with content standards to craft effective lesson plans.
- This will be done through peer lesson studies facilitated by the Peer Intervention Coach (PIC) and Demonstration Teachers (DT).
- Lesson planning sessions will focus on embedding the instructional shifts in the content areas.
- STEM research and methods will be presented and agreed upon strategies will be utilized for additional Science support
- Our weekly common planning professional development sessions will ensure that consistency of instruction takes place in Science classrooms through teacher focus on our unit studies, use of content specific vocabulary, writing that supports a claim by citing evidence from a text, as well as targeted, purposeful small and whole group instruction

3. **Common Planning**

- Teachers will be provided ongoing instructional support and feedback through a rigorous system of classroom observations using the Danielson Teacher Effectiveness Framework. Elements of instruction will be rated according to the standardized rubric.
- Areas for growth will be identified, documented and teachers will be given specific next steps and timeline to improve instructional practices.
- These planning sessions will also focus on our curriculum units, word study, and best practices in delivering differentiated instruction to English Language Learners, all delivered through the scientific model.

4. **Danielson Rubric**

- Teachers will be provided ongoing instructional support and feedback through a rigorous system of classroom observations using the Danielson Teacher Effectiveness Framework.
 - Elements of instruction will be rated according to the standardized rubric. Areas for growth will be identified, documented and teachers will be given specific next steps and timeline to improve instructional practices.

2. Key personnel and other resources used to implement each strategy/activity

1. The Teacher effectiveness ambassador will work with individual and teams of teachers each week to perform peer observations, introduce and demonstrate effective practices, provide support in using the Danielson rubric as a planning tool and provide feedback.
2. The Talent coach will provide professional development and support to the administrative team in calibrating ratings of the instructional components of the Danielson rubric.
3. The Peer Intervention coach will lead lesson planning sessions (Lesson Study) to provide guidance in writing effective lesson plans using the core standards, Danielson framework, and unit plans.
4. The administrative team will provide professional development to all staff and perform targeted lesson observations to gauge the effectiveness of instruction and provide targeted staff and teacher support.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Targets to evaluate progress include the periodic assessment system, unit assessments, and daily instructional assessments given by teachers.
2. After each unit students will review their performance and record it on a graph.
3. Student performance data will then be analyzed by teacher teams and the administrative team to measure progress toward student goals.
4. After each unit an analysis will be performed to identify academic trends for individual students and sub-groups of students. This data will be used to modify

instructional plans and curriculum maps. It will also be used to provide academic intervention to students as needed.

4. Timeline for implementation and completion including start and end dates

- 5. All activities will commence at the beginning of the year on September 5, 2013 and will run through the end of June 2014.
- 6. All activities will commence at the beginning of the year on September 5, 2013 and will run through the end of June 2014
- 7. All activities will commence at the beginning of the year on September 5, 2013 and will run through the end of June 2014
- 8. All activities will commence at the beginning of the year on September 5, 2013 and will run through the end of June 2014

9. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1. Teacher teams will be programmed to meet twice per week by grade.
- 2. CPT meeting will be mandatory meetings when teachers are provided professional development, curriculum mapping and data analysis.
- 3. Teachers will also meet every Thursday morning for the 37 ½ minutes to receive PD, plan and review student performance data.
- 4. Administrative team will meet 1X per week to schedule for success of goals and analyze data gleaned from Danielson to further plan PD

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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;

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	x	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

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

We will decrease our school-wide level 4 and 5 infractions by 10% by June 2014 as indicated in ORRS.

Comprehensive Needs Assessment

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

- 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 2013-2014 school year. Last year, the number of our major incidents had decreased compared to the year before; however, in our need to 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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- 1. We have adopted the "Leader In Me", leadership model as our primary form of social and emotional education and student/staff support. Initiated by Stephen Covey,

The Leader In Me is based in the 7 Habits of Highly Effective People which teaches students life-long leadership competencies that will assist them in developing the skills to deal with the social and emotional challenges of school, young adulthood and prepare them to be successful in college and a career.

2. Staff and students will receive ongoing training throughout the year.
3. Students will receive weekly lessons plans using the 7 Habits and teachers will receive PD once per month.
4. Incidents in ORRS will be tracked for progress in meeting our goal

2. Key personnel and other resources used to implement each strategy/activity

1. Gary McGuey – Leader In Me consultant,
2. IS 68 Lighthouse Leadership Team
3. Teachers
4. Intervention Coach will track ORRS data

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. We will note teacher attendance for PD and offer additional support if needed
2. We will encourage student participation through a variety of incentives
3. Danielson 2d Managing Student Behavior will be used during short cycles of feedback to ensure utilization
4. We will measure out occurrence data monthly to measure the impact of the program.

4. Timeline for implementation and completion including start and end dates

5. This is a three year initiative of which we are in year 2.
6. All activities will commence at the beginning of the year on September 5, 2013 and will run through the end of June 2014.
7. All activities will commence at the beginning of the year on September 5, 2013 and will run through the end of June 2014.
8. All activities will commence at the beginning of the year on September 5, 2013 and will run through the end of June 2014.

9. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Staff and students will receive ongoing training throughout the year.
2. Students will receive weekly lessons plans using the 7 Habits
3. Teachers will receive PD once per month.
4. Intervention Coach tacks data weekly and monthly

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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;

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA	x	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	ESL Pull-out – An ESL teacher will pull-out targeted students to provide additional support to our English Language Learners in reading.	Small Group	During the day
	In-Class Intervention – Classroom teachers will provide academic intervention for targeted students during the regular school day in ELA.	Small Group	During the day
	Read 180- During the day the Literacy Teacher provides intervention instruction to targeted students using adaptive technology to individualize and differentiate instruction.	Small Group	During the day
	Wilson Reading Program- During the advisory period, a Wilson trained provider will target students who show deficiencies in understanding the structure of the English Language and who may have a language-based learning disability.	Small Group	During the day
	Homework Club- The Parent-Coordinator provides the opportunity for students, in all grades and subject areas, to receive in-school assistance with homework.	Large Group	After School
	Advisory – Each ELA teacher utilizes the advisory to work with 5 students in providing individualized instruction and	Small Group	During the day

	<p>critical skills</p> <p>Title III ELA program – Supports ESL students two days per week in CCLS aligned instruction.</p> <p>Saturday Academy – Supports GenEd, SpEd, ESL students with enrichment and test prep.</p>	<p>Small Group</p> <p>Small Group</p>	<p>After School</p> <p>Saturday</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>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>Advisory – Each Math teacher will utilize the advisory to work with 5 students in providing individualized instruction and developing critical math skills</p> <p>Title III Math program – Supports ESL students two days per week in CCLS</p>	<p>Large Group</p> <p>Small Group</p> <p>Small Group</p> <p>Small Group</p>	<p>During the day</p> <p>During the day</p> <p>During the day</p> <p>During the day</p> <p>After school</p>

	aligned instruction. Saturday Academy – Supports GenEd, SpEd, ESL students with enrichment and test prep.	Small Group	Saturday
Science	<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 After School Academy - An after school 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>Advisory – Each Science teacher utilizes the advisory to work with 5 students in providing individualized instruction and developing exit projects</p>	<p><i>Large Group</i></p> <p><i>Small Group</i></p> <p><i>Small Group</i></p> <p><i>Small Group</i></p>	<p>During the day</p> <p>After school</p> <p>After school</p> <p>During the day</p>
Social Studies	Advisory – Each Social Studies teacher utilizes the advisory to work with 5 students in providing individualized instruction and developing exit projects	Small Group	During the day
At-risk services (e.g. provided by the	Guidance Counselors - Provides	Small Group	During the day

**Guidance Counselor, School
Psychologist, Social Worker, etc.)**

counseling to students who are at risk
and consultation to parents and teachers
who are in need

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
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. We will utilize and provide training for the Danielson framework to embed the CCLS in unit plan and lessons.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All funding sources are consolidated and will be used to provide school-wide service in the implementation of CCLS for all sub-groups of students.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
N/A

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Our teachers formed a MOTP and MOSL committee. A member from each committee attended Summer professional development and came back in September to turnkey the findings from each activity. In doing so our teachers had up to the minute knowledge of all requirements and upcoming decisions. The teachers voted on which assessments would be used and the results of that vote were presented to the Administration. The administration respected the recommendations of the teachers and made our selections accordingly. Teacher generated selections are posted in the main hallway so that everyone can stay informed and focused. We also have a teacher representative that sits on cabinet and reports back to the staff on all instructional aspects as they relate to assessment: formative and summative and teacher effectiveness.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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, IS068, 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. IS068'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;

IS068'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. IS 068's 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;

IS 068 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

IS 068, 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. IS 068 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 18	Borough Brooklyn	School Number 068
School Name ISaac Bildersee		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal D.Herring Jr.Acting	Assistant Principal S.Gamble
Coach P.Luke/ELA	Coach R.Wheeler/Math
ESL Teacher L.Bell	Guidance Counselor D.Lombardi
Teacher/Subject Area C.Damus/Math	Parent C.Phillips
Teacher/Subject Area F.Altes/ESL	Parent Coordinator T.Tucker
Related Service Provider A.Chavannes/Speech	Other N.Moses Special Ed. Liason.
Network Leader(Only if working with the LAP team) type here	Other C.James/Science

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 currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	740	Total number of ELLs	107	ELLs as share of total student population (%)	14.46%
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Part II: 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							25	27	33					85
Discrete ESL class							6	8	8					22
Total	0	0	0	0	0	0	31	35	41	0	0	0	0	107

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	107	Newcomers (ELLs receiving service 0-3 years)	68	ELL Students with Disabilities	9
SIFE	2	ELLs receiving service 4-6 years	24	Long-Term (completed 6+ years)	11

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	68	2		25	3		14	1	6	107
Total	68	2	0	25	3	0	14	1	6	107

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	3	4					12
Chinese									1					1
Russian														0
Bengali														0
Urdu														0
Arabic							6	7	7					20
Haitian							19	21	34					74
French														0
Korean														0
Punjabi									0					0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	30	31	46	0	0	0	0	107

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)							13	10	20					43

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							6	7	13					26
Advanced (A)							12	14	12					38
Total	0	0	0	0	0	0	31	31	45	0	0	0	0	107

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							8	7	16				
	I							6	7	14				
	A							8	13	10				
	P							4	16	14				
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	11	6	2		19
7	12	7	1	1	21
8	11	14	2		27
NYSAA Bilingual (SWD)					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	12		6		2				20
7	7		6		2				15
8	12		12		0				24
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	5	15	10	6	8				44
NYSAA Bilingual (SWD)									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	10		5	
Biology				
Chemistry				
Earth Science	8		4	
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - Teachers monitor growth in Reading by keeping a running record of our English Language Learners Assessments. These records are also kept for IEP students and students with disabilities.
 - Yearly Math progress reports students receive monthly grade wide assessments. ELL's receive Alternate Assessments along with school wide assessments.
 - NYS ELA Exam simulations are given in Sept., Jan., April. Mathematics simulated tests are given in Sept., Feb., and April. Targeted Instruction for ELL's results because careful Analysis of Assessments.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

After reviewing the data across proficiency levels of the NYSESLAT Spring 2013, 30 students scored at the Beginner's level; 27 scored at the Intermediate level and 36 scored at the Advanced level. The Spring NYSESLAT results showed consistent improvement at all levels. The Spring NYSESLAT showed an increase in the number of ELL's scoring at the Intermediate Level and even larger numbers of students scoring at the Advanced Level. Patterns also show that our ELL's need improvement in Reading and Writing and our focus will be on improving strategies in instruction for ELL's in Reading and Writing.
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Instructional decisions are focused on how to best improve instruction in Reading and Writing, developing critical thinking skills in the content areas. Students participate in Journal writing. Binders are maintained by our teachers that facilitate analysis of students' work.

Results on the NYSESLAT help to focus and target instructional decisions by the teachers at IS 68 this focus has improved student outcomes.
- For each program, answer the following:
 - What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our ELL's are performing at the same level of our monolingual population in ELA and Math. Comparing how our ELL's are performing in English or the native language shows clearly that targeted of instruction is the key to improving ELL's performance.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

N/A
- How do you make sure that a child's second language development is considered in instructional decisions?

At IS 68 a child's first language is taken into consideration in developing their second language. By familiarizing ourselves with the structure of the Native Language our Instruction and Assessments focus can strenghten achievement in areas of expected difficulty.
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

N/A
- Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

By looking at the number of students who made Progress in English language acquisition. The last AMAO indicator showed that 64.36% made progress. Moved from one level to another. This year's AMAO analysis is not yet available.

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At registration the pupil personnel secretary, the parent coordinator and certified ESL teacher(s) at the school meet with the parents to determine the child's home language. The parents are interviewed and assisted in completing the Home Language Identification Survey. The survey is given to the parents in their home language. The ESL Teacher(s) determine that a Language other than English is spoken at home and within 10 days the LAB-R is administered to the student by an ESL Teacher to determine the level of English proficiency. A determination is then made of the number of units of ESL the student is required to take.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
When students are determined to be eligible for Language services based on the LAB-R Test results, the parents are notified of the results and parents are invited to attend a parent orientation meeting. At the meeting the parents are given information about the services available for ELL's. Parent Orientation meetings are scheduled at the beginning and during the school year. All the choices available to parents are discussed at these meetings. The ELL's staff also plays the video produced by the Dept of Education which discusses and explains the three program choices. Parent Survey and Program selection forms are also handed out in the native language. At the school these records are kept in a central location in the main office and copies are placed in the student's folder.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
In September letters of continued entitlement are sent by the ESL teachers to parents of ELL's who did not test proficient on the NYSESLAT. These letters explain that the student continues to be entitled to ESL services. New students to the DOE are administered the LAB-R and parents receive the entitlement letter in their native language that states the child has been placed in an ELL class.
Copies of these letters are placed in the student's cumulative folder and records are kept by the ELL teachers.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
If at registration the parents report on the HLIS form that the family speaks a language other than English there is an interview conducted by trained ESL teachers at the school. Once students have been identified as Bilingual and have taken the LAB-R test they are placed in the appropriate ESL classroom setting. Parents receive a letter of placement of the student and attend a parent orientation meeting where the choices of programs are explained.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Every English Language Learner takes the NYSESLAT Test. On each day a different component is tested. A list is generated which identifies all students that took each component of the NYSESLAT. Any student that missed any part of the Test is picked up and has to take the make up of that particular section of the Test. We allow reasonable time for such make ups.
6. 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. 
At IS 68, this academic year the majority of parents have chosen to have their children placed in an ESL only Program. We have encouraged with the assistance of the Bilingual H.Creole speaking staff an outreach to the parents and are currently promoting the start of a H.Creole Bilingual Program which we expect to start in the Fall of 2014. We are currently writing a grant proposal for a H.Creole Bilingual class and there will be a H.Creole Bilingual Program in the school next year. We do not have sufficient numbers to start a Bilingual Program in any other language, Arabic, Spanish or Chinese, these numbers are very small and therefore insufficient to consider a Bilingual class in Spanish, Arabic and Chinese.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

In our ELL class our students receive instruction in a departmentalized setting. The ELL home room teacher teaches, ELA/ESL to our new comers. Grade 6 & 8 Math is taught by ELL teachers both speak H. Creole, Grade 7 Math by a H. Creole Math teacher. Science is taught by a multilingual teacher. In the main stream classes our ELL's are taught by Monolingual and Bilingual Teachers. ELL Teachers are in ELA classes to support ELL instruction using ESL strategies and in addition pull out the ELL's for additional Language support.
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)?

Each ELL teacher records the number of units the ELL student is supposed to have based on a weekly schedule. In the ELL class the ELL students receive a minimum of 540 minutes per week. The Beginners and Intermediate students a minimum of 360 minutes per week. Advanced ELL's receive 180 minutes per week. Each student has been scheduled for push in and pull out to make up the required number of units.
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 foster language development and meet the demands of the Common Core Learning Standards.

By using the data from Acuity along with assessments such as LAB-R, NYSESLAT, the standardized Test, Alternate Assessment Test for ELL's, Alternate assessment given by the District, the school makes decisions that further Language development, differentiated instruction for ELL's helps students to meet performance standards. Lessons are closely aligned to the Common Core.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELL's receive translated assessments in Math and Science, in their Native Languages. These Tests are administered by the ELL teachers in the presence of the content area teacher. Running records are kept and native language speakers are available to read the Tests.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? ELL Teacher are responsible for administering all the Test that our ELL's take and understand the needs of ELL's and the process of Language Acquisition. ELL teachers review the modalities on an ongoing basis give alternate assessments target instruction according to NYSESLAT modalities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

SIFE students attend our Advisory Sessions 3 days a week. Our SIFE students benefit from our After School Title III Program which is primarily focused on developing the students knowledge in L1 and L2. Our Saturday Programs for ELL's are being taught by ELL Teachers using ESL strategies in Math and ELA. SIFE students are also part of our AIS program. ELL students meet for Advisory 3 Days a week before the start of classes for remedial help in ESL/ELA and Math. Former ELL's receive Language support during push in and pull out sessions.

7. 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?

The ESL-Push-In program caters to the needs of ELL's-SWD according to their IEP's. The school uses assessments such as LAB-R, NYSESLAT, Standardized and Interim test to make decisions on Language use for subject instruction, EdPerformance and Read 180 are programs that the School has used in the past to aid in targeting students' learning needs.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The ESL teachers service the ELL's with Disabilities according to their IEP requirements. Students are grouped according to the Levels of Language Needs. Students also benefit from having the ESL teacher work on a one to one basis with them. Our Instructional units are also designed to meet performance standards for each grade level.

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:			
Social Studies:			
Math:			
Science:			

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

--	--	--	--	--

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	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.
- ELA teachers and ELL teachers and H.Creole speaking teachers team up for investigation and application of best practices for accelerating language acquisition and achievement of ELL's. Students attend advisory programs from 8:00 am to 8:40 am on Monday, Tuesday and Wednesday. The Title III Afterschool Program 2 days a week helps new students to improve performance in Math and ELA. AIS focuses on those students who have scored low on last year's State Test and a Saturday Academy focused on Math and ELA and benefits students who have been here for more than 3 years.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Review of the data patterns on the NYSESLAT reveals the following that the ELL population needs focused instruction in Reading and Writing. The school has used Read 180 to improve students performance in Reading. The school also has used Achieve 3000 to help students in Writing.
11. What new programs or improvements will be considered for the upcoming school year?
- We are in the process of writing a Bilingual Planning Grant which will allow us to start a Bilingual class. If the grant application is approved we hope this class will begin in the Fall of 2014.
12. What programs/services for ELLs will be discontinued and why?
- The Title III Program for ELL's as well as AIS has been funded and the Saturday Academy has also been funded, in addition to those programs we are anticipating subject to funding that Read 180 and Achieve 3000 will be available to our ELL's.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We have the Title III Program that the majority of our ELL's attend. There is an effort to reach out to the Parents of ELL's which is spearheaded by the Parent Coordinator, in addition phone calls are made to the homes by teachers to ensure the attendance of our ELL's. The School in the past has used programs such as Ed. Performance, Zeos, Achieve 3000 and Read 180 to help students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELL's have access to notebook computers and I Pad's to allow them to go online and access ESL materials that helps them to improve research skills in the content areas and also promotes interactive learning. By having access to available programs, ELL's have improved vocabulary skills and are exposed to the latest technology. ELL's are using the SMART Board Technology in ESL/ELA with Pearson's Differentiated Instruction and with Math Connected Mathematics 3.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our teachers of ELL's are multilingual and speak H.Creole and Spanish. We have ordered Multilingual and Multicultural Books that are made available for our ELL's to check out from the Library. We also have Language Tapes that are used in the Listening Centers in our ESL classrooms. Our students also have dictionaries in the Native Language and Math and Science glossaries in the Native Language. When students are assessed in Math and Science a translated version is made available to the students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Students who have been here between 0-3 years are encouraged to participate in the Title III program. The program benefits new students. Students who have been here for more than 3 years are encouraged to participate in the Saturday Academy. SIFE students who have been in the USA for more than 5 years are enrolled in the AIS program.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- A parent orientation meeting is held to familiarize parents with the school system and parent choices before school begins. During the school year the ELL's are encouraged to enroll in the Title III Program which is taught by ESL Teachers. The focus is on improving vocabulary and facilitating their transition. The Saturday Academy focuses on ELA and Math ELL's also taught by ESL Teachers. Our ELL's, mainly our SIFE students also have the option of attending the AIS program which focuses on low performing students.
18. What language electives are offered to ELLs?
- ELL's are all offered Spanish as an elective.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

ESL personnel receive ongoing professional development in their building from Network ELL personnel with emphasis on Common Core Learning Standards. Monolingual and Special Education teachers also attend the ELL workshops with emphasis on the Common Core at the School. All Teachers work as a Team to develop best practices during the ELL professional Development Sessions. ESL personnel also attend ESL workshops at the Network and scheduled PD's regarding best practices for teaching ELL's, ESL teachers share the PD with the other teachers. ESL Teachers provide on going support and assistance to Monolingual Teachers and Special Education teachers focusing on the use of ESL Strategies in the classroom. ESL Teachers during the Thursday morning P.D. have a significant role in sharing ESL Strategies with Monolingual teachers and participate in the PD's with a focus on ELL strategies on a weekly basis. These PD's account for the required 7.5-10 hours ESL training for monolingual teachers.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

At IS 68 we understand that families are an important part of student activities and success. Our Parent Coordinator contacts the parents and informs them of all the activities at school. There are activities that specifically involve the parents such as computer classes and classes that specifically help parents how to best help the students with homework, understand the school curriculum and the Common Core requirements. Parents receive materials in the Native language. All ELL Parent Orientation meetings are scheduled in September and during the year at hours that facilitate their attendance. ELL Teachers and the Parent Coordinator invite staff members to speak to ELL parents about the requirements students are expected to meet. Workshops for Parents include computer classes, parenting classes, classes that inform parents on how to apply for social services, ESL classes and citizenship classes.

E. 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 response to question here:

School Name: Isaac Bidersee

School DBN: 18K068

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
D.Herring Jr. Acting	Principal		11/15/13
S.Gamble	Assistant Principal		11/15/13
T.Tucker	Parent Coordinator		11/15/13
L.Bell	ESL Teacher		11/15/13
C.Phillips	Parent		11/15/13
F.Altes	Teacher/Subject Area		11/15/13
N.Moses	Teacher/Subject Area		11/15/13
P.Luke	Coach		11/15/13
R.Wheeler	Coach		11/15/13
D.Lombardi	Guidance Counselor		11/15/13
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 18K68 School Name: Isaac Bildersee

Cluster: CFN 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.

According to our Home Language Identification Surveys about 20% of our student population are Former English Language Learners, 14.35% are current English Language Learners. Of the total population of Immigrants about one third are students with Limited English Proficiency. The Parent Coordinator, the ESL Teachers and Guidance Counselors and Deans together constantly reach out to the community. At our Parent Association Meetings and Parent Orientation Meetings every attempt is made to reach out to these bilingual parents by means of translated documents and having multilingual staff ready to communicate with these parents.

IS 68 constantly works at promoting a positive Home-School Partnership in order to improve the performance of our students. New ELL Parents' Orientation meetings provide information concerning all our programs. Parents are encouraged to engage our staff concerning school policies and expectations. Materials are handed to parents in their native Language to assist parents with interpreting school data.

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 large and growing culturally diverse student body. We therefore are required according to Chancellor's Regulations to provide school related information in the native language. Our experience has been that well informed parents help to accelerate learning and therefore improves student outcomes. Materials are always handed to parents in their home language and parents understand that participation is essential. The staff is aware of the school's written translation and oral interpretation policy and actively participate during school meetings. All our school's written translation needs have been reported at school community meetings.

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.

All memos, notices and registration documents are provided to parents in the native language. At IS 68 the English language documents are often translated by our H. Creole speaking staff into H. Creole. Spanish speaking staff members translate documents in Spanish. Parent letters when Arabic and Chinese versions are required are sent to the Office of Translation and Interpretation for translation.

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.

Oral interpretation services are important for the parents of ELL's to understand school regulations, academic and promotional criteria. IS 68 provides Oral interpretation services during PTA meetings, Parent orientation meetings, Parent workshops, Parent Teacher Conferences and when parents come to school to meet informally with staff. The school also has used robot calls in H. Creole and Spanish to ensure that parents receive school messages. The staff has also used the I Translate program to reach parents who speak Arabic or Chinese.

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>.

The Bill of Rights and Responsibilities has been made available to parents in H.Creole,Spanish, Arabic and Chinese.The copies have been handed out during PTA meetings,parent teacher conferences and copies are available in the main office and the Parent Coordinator's office. Signs indicating the availability of Translation and Interpretation Services have been posted in the school and Parent Coordinator's office.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Isaac Bildersee	DBN: 18K68,
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): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 115
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 2

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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

Part B: Direct Instruction Supplemental Program Information

Begin description here: At MS 068 there are 114 ELL's in grades 6,7 and 8. There is a self contained ELL class that contains New Comers or ELL's that are Beginners.Our Title III program is scheduled for 2 days per week .Tuesdays and Thursdays from 3:15pm-5:15pm.There will be 5 teachers who teach Math and ELA/ESL.The Program starts November 27,2012 and ends April 15,2012 about 22 weeks.The language of Instruction will be English with Native Language support.Each member of staff will teach 4 hours per week.Our staff is multilingual and multicultural and are ESL/ELA and Math certified.All our teachers are familiar with ESL methodologies and strategies to teach ELA/ESL and the content areas to our ELL's.There are 80 students who speak Haitian Creole and 35 who speak Spanish, Arabic or Chinese.There are 11 SIFE students in our student population.As per our Title III AMOA estimator,last year 16.2% scored proficient.We are targeting at least 25 students to move them from Advanced to Proficiency .Our materials will include Finish Line Reading for the Common Core Standards, Kaplan Advantage ELA,Achieve 3000,Reader's Note book English Learner's version,Brain pop, Acuity,Visions/Side by Side.Impact Math by Mc.GrawHill and Math Hand book are also used and Princeton review for math.We are currently looking into specialized materials for dealing with our SIFE students.

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: 3 of our Staff members are certified ESL teachers and specialists in the use of ESL methodologies in the classroom.The certified ESL teachers will provide workshops and PD to non ELL content area Teachers.This will take place during Data Inquiry Team meetings,Common Prep periods and weekly Professional Development days etc. Topics to be covered are Scaffolding for ELL's,Academic English for ELL's, Language Acquisition,AMAO requirements,TPR,Language

Immersion,ELLTestingmodifications.LAB-R and NYSESLAT,Tiered Vocabulary and 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: Parent Coordinator Ms Tucker does a very effective job in bringing in the parents of the ELL's. When the parents are invited for Parent Orientation meetings after showing the DOE video, The ESL teachers explain parent choices to them and makes certain along with the multicultural Staff

Part D: Parental Engagement Activities

that the ELL's parents are part of the process. Mr. Bell and Ms. Coker and Ms. Altes are ESL teachers. They attend the Parent Orientation meetings. One of our guidance counselors who is also H. Creole speaking is part of the process of informing parents. Many staff members assist if any translations in another language is needed. Parents are welcomed to the school and accommodations are made for those who can not attend sessions while they are at work. Sessions are then scheduled in the evening to make certain all are informed about the process in our school. Our parents also receive information about health and welfare for the family and participate in learning English and Technology. Outside Agencies participate in informing our parents. Work shops for parents include Parent choice of Program: Bilingual, Transitional, English as A Second Language. ELL testing Modifications, ELL Promotional Criteria for ELL's. Parents receive notices of our activities in English, Spanish, H. Creole and Arabic. Translated Auto Dial announcements are also a part of our outreach to parents. ELL Parents are part of the PTA which also provides parent workshops, including technology workshops and homework strategies.

Part E: Budget

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

Allocation Amount: \$13172

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) Per session Per diem		
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		

Part E: Budget

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

Allocation Amount: \$13172

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL		

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