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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: I.S. 30 SCHOOL NAME: Mary White Ovington

DISTRICT: 20 SSO NAME/NETWORK #: ICI

SCHOOL ADDRESS: 415 Ovington Avenue, Brooklyn New York 11209

SCHOOL TELEPHONE: 718 – 491- 5684 FAX: 718 – 491- 0071

SCHOOL CONTACT PERSON: Ms. Danielle Maringo EMAIL ADDRESS: Ddimang@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Mr. Joshua Houston

PRINCIPAL

Ms. Danielle Maringo

UFT CHAPTER LEADER

Ms. Adrian Lyss

PARENTS' ASSOCIATION
PRESIDENT

Ms. Roba Youchaa – Co - President

Ms. Eman Abdelslame – Co - President

STUDENT REPRESENTATIVE
(Required for high schools)

COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT

Ms. Karina Costantino

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Danielle Maringo*	*Principal or Designee	
Adrian Lyss*	*UFT Chapter Chairperson or Designee	
Roba Youchaa*	*PA/PTA President or Designated Co-President	
Eman Abdelslame	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Anna Ferro	DC 37 Representative, if applicable	
N/A	Student Representative, if applicable	
Liza Schneider	Teacher	
Joshua Houston	Teacher UFT designee	
Nadine Mastro	Teacher	
Sharlene Bryan	Teacher	
Jesmine Ara	Parent	
Doreen DeMaria	Parent	
Mary Bergan-Dinerman	Parent	
Mary Ann Coughlin	Parent	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

I.S. 30 is a small learning community housed in a former apartment building, made up of 6th, 7th and 8th grade students from diverse backgrounds. There are 17% Asian/Pacific Islanders; 20% Hispanic; 3% Black; and 59.71% White, a substantial number of which are Arabic-speaking students. We have 24 staff members, of which 96% highly qualified according to the BEDS survey, 86% are more than two years teaching in this school. We emphasize the arts through various programs such as art, dance, and drama. We also have formed a variety of collaborative relationships with outside organizations such as Young Dancers in Repertory. We offer accelerated classes that confer Regents credit, such as Earth Science, Integrated Algebra, and Second Language Proficiency. Our school offers a wide variety of after-school programs and activities based on both student interest and also need which include enrichment and test preparation in Math, Science, Spanish and ELA; Specialized High School Test Prep, yoga, chess, student government, Kiwanis, Roadrunners (track), tennis, yearbook, cheerleading and major and portfolio art. Finally, our school is a one to one laptop site where our students and staff have full access to laptops both in and out of school and full access to wireless services throughout the school day.

I.S. 30 is a parent-friendly environment where staff, administration and guidance maintain open channels of communication. Our school to parent communication, including our student and parent handbook, is offered in multiple languages to provide information for our multicultural population. We have offered parents a variety of informative workshops including Technology Night, Children's First Initiative, Introduction to ACUITY and Aris, Statewide Testing and Standards Training, Promotional Standards and Internet Awareness workshops. Additionally, we have a website which keeps parents abreast of school activities and we welcome and encourage parent involvement in our school wide programs. In order to increase parent involvement and engagement at the school level, it is necessary to provide parents with information through a variety of methods. To this end, we have established a cohesive School Leadership Team whose members continuously collaborate to develop and effectively communicate school-wide goals and our mission and vision to the entire school community. Our mission is to send clear messages of "expectations and goals" throughout the school year with respect academics and behavior, to develop a system of communicating measurable academic goals and objectives.

IS 30's school mission and vision are as follows:

IS 30 is a community of learners which embraces these ideals:
Curiosity about the changing world and its endless potential;

Character development for strong minds and bodies - a community dedicated to nurturing students who are reasonable, disciplined, and considerate of others;

Commitment to learning, independent thinking, and contributing to the globally-connected and diverse twenty-first century.

Our mission at Intermediate School 30 is to provide a collaborative school community dedicated to achieving academic excellence for all students. We believe that the foundation for success is built through innovative, interdisciplinary and cooperative methods of instruction. Our students are also provided with necessary knowledge that will assist them in the new technological age awaiting them in the larger world beyond our doors. These practices engage our students, making them active participants in the learning process and eager to apply these tools on the road towards becoming objective and independent thinkers in expanding their knowledge.

Working with the school, parents, and the diverse community, students construct their own knowledge and apply it to the world inside and outside the classroom. Our staff maintains a sincere commitment to academic rigor and social and emotional success for all students.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) will be available for download by each school on the NYCDOE website. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided. (The URL for download will be posted in the May 20th edition of “Principals’ Weekly.”)

SECTION III – School Profile

Part B: School Demographics and Accountability Snapshot (Preliminary Version – June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	I.S. 30 Mary White Ovington				
District:	20	DBN #:	20k030	School BEDS Code #:	332000010030

DEMOGRAPHICS									
Grades Served	Pre-K		3		7	√	11		
	K		4		8	√	12		
	1		5		9		Ungraded		
	2		6	√	10				
Enrollment:					Attendance: % of days students attended:				
<i>(As of October 31)</i>		2005-06	2006-07	2007-08	<i>(As of June 30)</i>		2005-06	2006-07	2007-08
Pre-K		0	0	0			94.5	94.3	94.3
Kindergarten		0	0	0					
Grade 1		0	0	0	Student Mobility - % of Enrollment:				
Grade 2		0	0	0	<i>(As of June 30)</i>		2005-06	2006-07*	2007-08
Grade 3		0	0	0			97.7	98.5	94.0
Grade 4		0	0	0					
Grade 5		0	0	0	Poverty Rate - % of Enrollment:				
Grade 6		132	100	104	<i>(As of October 31)</i>		2005-06	2006-07	2007-08
Grade 7		101	135	98			55.9	55.9	55.9
Grade 8		124	105	134					
Grade 9		0	0	0	Students in Temporary Housing – Total Number:				
Grade 10		0	0	0	<i>(As of June 30)</i>		2005-06	2006-07	2007-08
Grade 11		0	0	0			1	0	1
Grade 12		0	0	0					
					Recent Immigrants – Total Number				
Ungraded					<i>(As of October 31)</i>		2005-06	2006-07	2007-08
Total		357	340	336			15	8	8

DEMOGRAPHICS							
Special Education Enrollment:				Suspensions: (OORS Reporting) – Total Number:			
<i>(As of October 31)</i>	2005-06	2006-07	2007-08	<i>(As of June 30)</i>	2005-06	2006-07	2007-08
# in Self-Contained Classes	0	0	0				
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	76	130	90
Number all others	16	11	8	Superintendent Suspensions	18	12	5
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs - Total Number:			
English Language Learners (ELL) Enrollment:				(Total Number)	2005-06	2006-07	2007-08
<i>(As of October 31)</i>	2005-06	2006-07	2007-08	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	38	30	30	Number of Staff: Includes all full-time staff:			
# ELLs with IEPs	0	0	0	<i>(As of October 31)</i>	2005-06	2006-07	2007-08
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	18	21	22
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	6	5	7
<i>(As of October 31)</i>	2005-06	2006-07	2007-08	Number of Educational Paraprofessionals	0	TBD	0
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment:				<i>(As of October 31)</i>	2005-06	2006-07	2007-08
<i>(As of October 31)</i>	2005-06	2006-07	2007-08	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.3	0.3	0.3	% more than 2 years teaching in this school	50.0	57.1	63.6
Black or African American	2.8	1.5	2.4	% more than 5 years teaching anywhere	66.7	61.9	63.6
Hispanic or Latino	20.4	20.9	19.9				
Asian or Native Hawaiian/Other Pacific Isl.	16.8	15.6	19.9	% Masters Degree or higher	83.0	81.0	77.0
White	59.7	61.8	57.4	% core classes taught by			

DEMOGRAPHICS							
				"highly qualified" teachers (NCLB/SED definition)	91.9	100.0	100.0
Male	43.4	45.9	47.6				
Female	56.6	54.1	52.4				

2008-09 TITLE I STATUS					
√	Title I Schoolwide Program (SWP) Title I Targeted Assistance Non-Title I				
Years the School Received Title I Part A Funding:		2005-06	2006-07	2007-08	2008-09
					√

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: (Yes/ No) NO		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		√	In Good Standing (IGS)
			School in Need of Improvement (SINI) – Year 1
			School in Need of Improvement (SINI) – Year 2
			NCLB Corrective Action (CA) Year 1
			NCLB Corrective Action (CA)– Year 2/Planning for Restructuring (PFR)

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
SURR School: Yes <input type="checkbox"/> No X <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:				
Overall NCLB/SED Accountability Status (2007-08):		X <input checked="" type="checkbox"/>	In Good Standing			
		<input type="checkbox"/>	School in Need of Improvement (SINI) – Year 1			
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2		<input type="checkbox"/>	NCLB Corrective Action – Year 1			
		<input type="checkbox"/>	NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)			
<input type="checkbox"/> NCLB Restructured – Year ____		<input type="checkbox"/>	School Requiring Academic Progress (SRAP) – Year ____			
Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level			
	ELA:		ELA:			
	Math:		Math:			
	Science:		Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY					
Ethnicity					
American Indian or Alaska Native	--	--	--		
Black or African American	--	--	--		
Hispanic or Latino	√	√	√		
Asian or Native Hawaiian/Other Pacific Islander	√	√	√		
White	√	√	√		
Multiracial					
Other Groups					
Students with Disabilities	--	--	--		
Limited English Proficient	--	--	--		
Economically Disadvantaged	√	√	√		
Student groups making AYP in each subject	5	5	4		
Key: AYP Status					
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	72.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well developed
School Environment (Comprises 15% of the Overall Score)	9.8	Quality Statement 2: Plan and Set Goals	Well developed
School Performance (Comprises 30% of the Overall Score)	17.9	Quality Statement 3: Align Instructional Strategy to Goals	Well developed
Student Progress (Comprises 55% of the Overall Score)	42.1	Quality Statement 4: Align Capacity Building to Goals	Well developed
Additional Credit	3	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

The school Inquiry team and Instructional team collaborated and conducted our yearly comprehensive review and analysis of student achievement data and separated it into various useful categories. We engage in this process yearly to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting the challenging State and City content and performance standards. First we evaluated the ELA and Math scores looking at the school in its entirety. We then analyzed performance and progress by grade, by class, by sub group and finally by individual student. As part of our analysis, we look at performance and progress over a period of three years. We also consider past ELL, Special Education and attendance status. Finally we reviewed our school progress reports and quality review over the past two years. Overall trends and findings are shared with the school leadership team every year and schoolwide plans of action are discussed. The findings of the data analysis revealed that IS 30 consistently meets the New York State Annual Yearly Progress goals and is considered a school in good standing. In addition, our school progress report grade has increased from a B in 2006-2007 to an A for the 2007-2008 school year and our Quality review rating increased from a Proficient school in 2006-2007 to a Well Developed school in 2007-2008. However in a careful and close evaluation of all available data and when tracking individual students ELA and Math assessment data, we have identified a need to increase proficiency ratings by .5 or more for our high level two students and similarly high level 3 students. There is also a need to maintain the performance and proficiency rating of our level 4 students as there is a consistent trend, except in the 2007-2008 8th grade ELA results, of decline in proficiency and performance from level four to level three in both ELA and Math. In addition, data taken from the 2006-2007 and 2007-2008 learning environment surveys reveal a need to focus on increasing attendance and parent communication and engagement.

During the years 2005-2006 and 2006/2007 results on the New York State ELA had been disappointing. Careful analysis of focused assessment exams and ACUITY revealed that many students were lacking skills in reading comprehension. Beginning in the spring of 2007, a strategic action plan was developed with the English department. Teachers focused on discreet comprehension skills and targeted reading instructional strategies to address specific comprehension needs. Curriculum maps and pacing calendars were revisited and revised. Additionally, professional development programs focused on intervention strategies and differentiated instructional programs to individualize student support in all grades. Finally, professional development that addressed comprehension and higher order questioning strategies was introduced to teachers in other content areas such as Science and Social Studies to bridge the gap in terms of understanding and analyzing

non-fiction text. The results of the 2008 ELA showed significant gains and aggregate performance of students receiving levels three and above grew from 52% to 65%. In the seventh grade, 80% of students tested increased their scale score. In the eighth grade, of the students tested, 67% increased their scale score. The sixth grade showed the least amount of growth and scale score trends reveal that 45 % of sixth graders scored between 641 and 655. Information revealed through this data has guided the inquiry team to target current seventh grade students in ELA for the 2008-2009 school year. Data analyzed in regard to English Language Learners shows that our ELL population increased in ELA from level one to level two and three by 28 percentage points. In addition, our school wide goal to close the achievement gap for our Hispanic population, which was an area of focus for the 2007-2008 school year revealed an increase in both proficiency and progress. In ELA, for the 2006-2007 school year our Hispanic students in grades 6-8 scored 20 percentage points lower than our white population in terms of progress. Results for the 2007-2008 school year revealed that we had closed this achievement gap by 12 percentage points. 2007-2008 ELA results indicate that our Hispanic population scored only 8% lower than our white population. Overall this is the strongest gain the school has made in three years. Although we are extremely pleased with the increase in performance and progress evidenced in 2007-2008 ELA results, we feel there is still a need to continue the work we are doing in terms of addressing comprehension and higher order questioning skills in all content areas to increase proficiency and yearly progress levels. We also see the importance of continuing to focus on our subgroup populations (ie: Hispanic, gender, ELL) as data has revealed positive results when additional support is given to particular students. Specialized intervention programs for particular subpopulations is addressed during our extended day programs. In addition, professional development is offered and provided to teachers which focus on reaching particular sub populations present in our school.

Historically IS 30 has only had SETTS in terms of Special Education population. The 2008-2009 school year is the first year we have a sixth grade Collaborative Team Teaching Class. Our special education students have been targeted by the inquiry team to monitor progress and to offer support to all content area teachers. In addition, professional development is provided to all 6th grade CTT teachers on a monthly basis through our Learning Support Organization. An action plan was developed with the principal and the special education specialist from the LSO, in conjunction with the teachers to develop a plan which best meets the needs of our CTT staff.

We are very pleased with the trends shown through our Math scores over the past three years. In 2005-2006, IS 30 was a SRAP school for progress in math. Through continuous professional development and strategic instructional action plans we are pleased to say that student progress and performance has significantly increased for both the 2006-2007 and 2007-2008 school year. Results for the 2007-2008 school year indicate that 83% of all of our students in grade 6-8 scored level three or higher up from 76.6% in 2006-2007. We have also closed the achievement gap for our Hispanic population in Math by 50 percent. In 2006-2007 our Hispanic students scored 14% lower in levels three and four. Results from the 2007-2008 state math exam indicate that our Hispanic students scored 7% lower in levels three and four. Over the last three years IS 30 has experienced steady increase in the numbers of children obtaining levels 3 and 4 in Math. However, when tracking individual students over a period of three years, there has been a consistent trend of decline in students scoring level three and four between grades seven and eight. Therefore the inquiry team will focus on item analysis and other diagnostics to identify the skills that account for this trend. Additionally, the inquiry team has evaluated trends in our sub groups and has determined that our ELL students have demonstrated consistent growth in terms of moving from level 1 to level 2 by 23 percentage points in Math over a period of three years. However information revealed through data indicated a decrease of our ELL population scoring level 3 by 9 percent. Our target for our ELL students in Math for the 2007-2008

school year is to provide additional math push in instructional support for these students so they can achieve a year to a year and a half of growth which will move many of our students from level two to level three.

One of the greatest accomplishments the school has made over the past couple of years is the transformation of the staff in the effective use of data to target individual students and to effectively drive instruction. Effective use of data to influence instructional decisions is a core strategy for positive change and student achievement at IS 30. At the start of the 2007-2008 school year, the inquiry team focused on developing a school wide culture that values data and uses both quantitative and qualitative data to drive instruction. They began by understanding, evaluating, using, and sharing the data with the entire staff to start building curiosity. Professional development was then provided to the entire staff to familiarize them with all of the data available and how reports and graphs are useful tools to set goals and understand the children they teach.

As soon as data are available, the data specialist and inquiry team break down the data in a variety of reports. This provides a connection to a knowledgeable person and colleague who can talk about data. These conversations eventually move to what needs to be changed in classroom teaching and learning. When data are broken down to the classroom and student level, teachers really start to pay attention. Putting a name and a face on a score gets their attention. This is the logical entry point to introduce further professional development around teaching and learning. The inquiry team and data specialist present the data as follows:

1. Display data graphically in a variety of user-friendly formats—bar graphs, scatter, and tables. Use more than one type of display.
2. Provide data to teachers as early as possible during the school year.
3. Present and use data in a non-threatening way, keeping it objective and letting teachers do the analysis.
4. Provide training to help staff learn to interpret the data:
 - a. Look at strengths and celebrate them first; then ask the harder questions.
 - b. Provide guiding questions or ideas of what to look for in the data.
 - c. Provide guidance so teachers make the tie between data and the instructional program.
5. Add levels of complexity to data over time:
 - a. Start with overall school data, then class and finally individual student.
 - b. Disaggregate data to make comparisons by gender, ethnicity, and socio-economic level.
6. Work to build linkages among levels-rescaled data enables a teacher to look at an individual student's performance over time, from grade to grade.
7. When possible, provide teachers with their own printouts that they can refer to over and over.

This intensive and thorough use of data influences curriculum and instruction; feeds into professional development needs and plans; and calls for training both administrators and teachers need to address the needs of their students uncovered in the data. This work has changed the way teachers look at their children and the way they plan instruction and set objectives for their students. Our work has led to another goal for the 2008-2009 school year. This year the inquiry team will implement an action plan, under the direction of the principal, to train and support teachers in setting effective goals for all students with the focus on aligning those goals with both mandate curricula and annual school wide goals. In addition, the action plan will include establishing a school culture that supports student centered goal setting practices where our student will play an active role in establishing both academic and social emotional goals. The goal setting process:

- Will promote learner ownership by establishing the student as the agent in learning.
- Helps students become aware of the differences between short term and long term needs
- Provides students with the opportunities for success.
- Helps students set realistic expectations they can measure and evaluate.
- Helps students become self motivated and persistent in the pursuit of life-long learning.
- Allows students to know that goals can and do change.
- Helps students to reflect on their progress and lack of progress toward achieving their individual goals and modify and set new goals as needed.

The most significant aids and barriers to the schools continuous improvement are the limitations dictated by the space of our building and the lack of overall parent involvement in the school. In terms of space limitations, we are continuously looking for creative ways to utilize our space and to decrease class size. This often becomes problematic due to the fact that there are only 12 classrooms and 11 classes in the building.

We are fortunate to have an active Parent Teacher Association that works diligently throughout the year to assist us in attaining our goals. They are a viable force behind the scenes of many extracurricular activities in which our school is involved. Their consistent support completes the team effort necessary for our school's success.

Our Parent Coordinator has been a tremendous asset to our school. She has worked diligently bridging the gap between home and school. She has developed a positive working relationship with the members of the school community, including the principal, PTA, teachers, parents, and children. She has established and maintained a welcoming environment for all parents. She works with the PTA to maintain its work to enrich our academic programs. Workshops have been presented in which parents have learned how to support their child's learning. Her outreach to parents has included: procuring health insurance, listening to parent concerns on a variety of issues, arranging for parent workshops and guest speakers for parent meetings, and assistance with vision/health screening.

Our parent coordinator and PTA have collaborated over the past two years to increase parent involvement in the school. Although we offer a wide variety of events and workshops to our parents during the day, evenings and on weekends, attendance at our functions has been decreasing over the past two years. Although some working and single parents may be unable to contribute to schools because of work commitments and time constraints, IS 30 is discovering many additional ways that parents can help students and their school. To effect change, we continuously stress that parents must find time to participate in their children's education and the school provides the supports necessary for them to be involved. We always take into consideration the translation needs of our families and utilize the DOE translation unit and our staff to reach out to non English speaking parents. We are constantly working to build partnerships between parents and teachers because we recognize that a positive school/home connection will increase student achievement and promote better cooperation. Our goal this school year is to improve overall parent engagement through enhanced communication between school staff, teachers, students and parents to promote student learning. We would like IS 30 to be a place that parents want to come to, not only to see how their child is doing in school but to engage in the content and curriculum that our students are part of.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. Improve comprehension skills of all students, including students in all subgroups and students with disabilities and English Language Learners by incorporating reading strategies and higher-order questioning strategies in all content areas. During the 2008-2009 school year, the number of 6-8 grade students at IS 30 improving their reading comprehension skills will increase by 5% as measured by the number of students performing at levels three and four on the State ELA exam, results from predictive and diagnostic ACUITY assessments and an increase in progress and performance in ELA on the school progress report. In addition, all students targeted by the inquiry team will demonstrate an increase of a year and a half of progress as measured by a .5 increase on the ELA exam.

2. Improve overall parent engagement through enhanced communication between school staff, teachers, students and parents to promote student learning. During the 2008-2009 school year, overall parent engagement and parent/school communication to promote student goal setting and learning will increase by .5 as measured by parent response on the learning environment survey and by 10% as measured by an increase in parent attendance at school functions.

3. To utilize the work of the school inquiry team to continue to build the skills of all teachers in using the data provided by the school and generated by their own assessments to effectively inform and evaluate instruction. During the 2008-2009 school year, the number of teachers and faculty using periodic assessments and other diagnostic tools to measure the effectiveness of instructional plans and interventions for individual students and groups of students in key areas will increase by 20% as evidenced by effective use of inquiry team data, and effective use of teacher driven monthly assessments to align instructional strategies with trends revealed through data. Classroom evidence will include differentiated instructional strategies and changes in teacher lesson plans to reflect data based aims and objectives which are driven by students needs..

4. To implement the use of goal setting strategies for all classroom teachers focused on aligning goals with mandated curricula and to ensure goals and plans focus on specific groups of students, including students in all subgroups and students with disabilities and English Language Learners as well as those for whole school, grade, subjects and individual students. During the 2008-2009 school year 50% of teachers will effectively improve student outcomes through the formation of interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments. This goal will be measured through evidence of teacher and faculty use of the information generated by periodic assessments and other progress measures to set effective yearly and quarterly goals for the students they teach. In addition, differentiated strategies where teachers are addressing individual goals will be evident within the classroom

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): All subject areas

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve comprehension skills of all students, including students in all subgroups and students with disabilities and English Language learners by incorporating reading strategies and higher-order questioning strategies in all content areas. During the 2008-2009 school year, the number of 6-8 grade students at IS 30 improving their reading comprehension skills will increase by 5% as measured by the number of students performing at levels three and four on the State ELA exam, results from predictive and diagnostic ACUITY assessments and an increase in progress and performance in ELA on the school progress report. In addition, all students targeted by the inquiry team will demonstrate an increase of a year and a half of progress as measured by a .5 increase on the ELA exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All language arts, science social studies, math and elective teachers will continue to receive reading in the content areas training. September- June • All Special education, ELL, Title 1 and new teachers will receive reading in the content areas training. September-June • All teachers will use strategies found in Tools for Teaching Content Literacy by Janet Allen to address content area literacy. November-January • All teachers will receive training in effective use of ACUITY reports November • All teachers will administer monthly content assessment exams with a focus on alignment of content with higher order questions and extended responses. September-June • During department meetings and collaboration time, teachers will discuss instructional comprehension strategies and their impact on student learning. September-June • All teachers will model and implement active reading comprehension strategies in the classroom once a week that include but are not limited to the following: jigsawing text,

	<p>literature circles, connecting, predicting, visualizing, questioning, inferring, evaluating, analyzing, recalling, monitoring, summarizing, reading journaling and/or monitoring, read alouds, effective note taking and graphic organizers.</p> <ul style="list-style-type: none"> • Students identified with specific comprehension issues will be scheduled for extended day to address needs. • All students, including students in subgroups and students with disabilities and English Language Learners will use pre-reading, during reading and post reading strategies to understand text. September-June • All students including students in all subgroups and students with disabilities and English Language Learners will further enhance reading habits through various genre studies and through establishing and assessing reading goals. Quarterly • Students will learn grade/content level vocabulary to improve comprehension. • Students will be asked to reflect upon/self assess their reading skills in all content areas. • School Inquiry team will closely monitor and observe targeted students, students in all subgroups and students with disabilities in various content areas to evaluate effectiveness of instructional plans to increase targeted students comprehension skills. • ELA part time Push in teacher will be hired through Title 1 funding to target comprehension strategies for eligible students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ✓ 1 Full time literacy coach \$97,722 ✓ Professional development workshop fees and costs \$1500 ✓ Absence coverage for teacher workshops \$2,000 ✓ Learning Support Organization support \$37,500 ✓ Inquiry team and data specialist per session \$13,000 inquiry team \$ 4,000 Data Specialist ✓ Supplies/Professional Development materials \$ 6,000 ✓ 1 Part time push in ELA teacher \$ 24,875
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Evidence of effective use of content based reading strategies in content area classrooms during monthly instructional team learning walks. • Increase in student comprehension skills as evidenced in ACUITY results • Review of student progress on content area assessments. monthly • Review of student goal sheets, reflection forms and portfolios quarterly • Inquiry team weekly observation checklists and data reports • Title 1 ELA assessment logs • 5% increase in progress on ELA state exam results • Evidence of one and a half year of growth in progress .5% for all inquiry team targeted students as reflected on the school report card.

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve overall parent engagement through enhanced communication between school staff, teachers, students and parents to promote student learning. During the 2008-2009 school year, overall parent engagement and parent/school communication to promote student goal setting and learning will increase by .5 as measured by parent response on the learning environment survey and by 10% as measured by an increase in parent attendance at school functions.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Parents will receive monthly newsletters as to how to support their children and increase parent involvement at the school to promote student learning. • Parents and students will be invited to participate in monthly Saturday family curriculum workshops that address working together to increase engagement to promote student learning. • Parents will receive, through communication by classroom teachers and during curriculum night an explanation of curriculum maps and pacing calendars for every content area during the first month of school. • Parents will have an ongoing opportunity to visit classrooms. • Parents will receive quarterly student progress reports and information on quarterly student report cards regarding progress and performance on state and citywide standards. • Title I parent involvement committee will meet bi monthly to focus on increasing parent involvement and engagement in the school. • Parents who speak languages other than English will be provided with school information in their own language and translators will be provided during school and individual parent meetings.

	<ul style="list-style-type: none"> • Parent coordinator will plan and organize monthly workshops for parents to visit the school and express their overall concerns. • School will purchase school messenger system to increase communication between school and families. • Teachers will be trained in methods use to use educational language/terminology that is parent friendly. • Increase the use of teacher web pages and introduce parents to access. • Celebrate student improvement by increasing the recognition of students who show improvement. 																					
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<table border="0"> <tr> <td>1 full time parent coordinator</td> <td>\$43,440</td> <td></td> </tr> <tr> <td>School messenger system</td> <td>\$1325</td> <td></td> </tr> <tr> <td>Saturday program funding</td> <td>\$1,214</td> <td>Supervisor per session 1X per month 4 hours</td> </tr> <tr> <td></td> <td>\$3,400</td> <td>Teacher per session 3 teachers per month 3 hours</td> </tr> <tr> <td>Translation and interpretation</td> <td>\$1,400</td> <td>contracted services for meetings</td> </tr> <tr> <td></td> <td>\$500</td> <td>per session for staff who can offer translation to parents during parent meetings when needed.</td> </tr> <tr> <td>Supplies</td> <td>\$2000</td> <td>various supplies for parent meetings and Saturday classes.</td> </tr> </table>	1 full time parent coordinator	\$43,440		School messenger system	\$1325		Saturday program funding	\$1,214	Supervisor per session 1X per month 4 hours		\$3,400	Teacher per session 3 teachers per month 3 hours	Translation and interpretation	\$1,400	contracted services for meetings		\$500	per session for staff who can offer translation to parents during parent meetings when needed.	Supplies	\$2000	various supplies for parent meetings and Saturday classes.
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<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Agendas from monthly parent workshops • Monthly Newsletters • Copies of Parent and student surveys • After school/Saturday program attendance records • Parent coordinator and school aide's phone and communication logs • Agendas and attendance records from curriculum night, student celebration night, open school week and other school organized family events • Copies of progress reports sent home to parents • Copies of teacher letters sent home to parents that clearly identify student goals and objectives • Increase by .5% in parent responses to communication and engagement questions on yearly citywide learning environment survey. 																					

Action Plan

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): ALL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To utilize the work of the school inquiry team to continue to build the skills of all teachers in using the data provided by the school and generated by their own assessments to effectively inform and evaluate instruction. During the 2008-2009 school year, the number of teachers and faculty using periodic assessments and other diagnostic tools to measure the effectiveness of instructional plans and interventions for individual students and groups of students in key areas will increase by 20% as evidenced by effective use of inquiry team data, and effective use of teacher driven monthly assessments to align instructional strategies with trends revealed through data. Classroom evidence will include differentiated instructional strategies and changes in teacher lesson plans to reflect data based aims and objectives which are driven by students needs..</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Inquiry team will meet weekly with the principal to analyze and review data resources, and organize data to present to teachers. • Inquiry team will sort and compile data into more useful, user friendly formats. • The inquiry team will meet with the AUSSIE consultant monthly to add levels of complexity to data over time and effective ways to roll out effective use of data to staff. • Inquiry team will conduct classroom observations to compile soft data on targeted students and collaborate with teachers to develop plans for individual students. . • Inquiry team will provide professional development to all staff members addressing ways to interpret data, ways to disaggregate data to make comparisons by gender, ethnicity and socio-economic level, ways to sort data by class and then by student, how to use both hard and soft data to create a more complete picture of students and classes and ways to link trends revealed through data to effective instructional practices, September- June • All Special education, ELL, Title 1 teachers will receive professional development

	<p>focusing on disaggregate data related to individual needs of these students. September-June</p> <ul style="list-style-type: none"> • Inquiry team will continuously update the central data computer with ATS, ACUITY and LSO data and reports. September-June • During department meetings and collaboration time, teachers will review data, utilize data computer for relevant reports and discuss instructional strategies related to data and impact on student learning. September-June
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Math Aussie: \$23,000 Inquiry team per session \$13,000 Data Specialist per session \$4,000 Professional Development materials and supplies \$ 2,000</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Differentiated instruction based on available data will be present in the classroom as evidenced through effective grouping during formal and informal observations and focused learning walks- weekly • Effective use of student work folders and portfolios, teacher assessment binders and school wide targeted student binder to reflect instructional decision making based on effective use of aggregate and disaggregate data. • Teachers will demonstrate professional growth in analyzing data, using data to drive instruction as indicated in their lesson plans, model lessons and group/individual instruction. • Inquiry Team agendas • Data files • Professional Development agendas • Evidence of teacher use of central teacher data system through teacher response and input created within the computer. • Teacher records of goal monitoring as part of pedagogical practice and record keeping.

Action Plan

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): ALL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To implement the use of goal setting strategies for all classroom teachers focused on aligning goals with mandated curricula and to ensure goals and plans focus on specific groups of students including students in all subgroups and students with disabilities and English Language Learners as well as those for whole school, grade, subjects and individual students. During the 2008-2009 school year 50% of teachers will effectively improve student outcomes through the formation of interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments. This goal will be measured through evidence classroom goal setting (ie written goals and portfolio) and of teacher and faculty use of the information generated by reports developed from periodic assessments and other progress measures to set effective yearly and quarterly goals for the students they teach. Differentiated strategies where teachers are addressing individual goals will be evident within the classroom.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Inquiry team and instructional team will meet monthly for planning and review sessions of student and teacher goals. Monthly • Instructional team will conduct monthly learning walks looking for evidence of goals within the classroom. • All teachers will receive professional development and use strategies found in Assessment Strategies for Self-Directed Learning by Richard L. Costa and Bena Kallick to address goal setting, monitoring managing, evaluating and modifying. November-January • All teachers will receive professional development in effective use of information generated by periodic assessments and data sources consulted to revise plans immediately in order to reach student goals. November-January • Teachers will receive professional development in developing pedagogical goals using SMART format including effective monitoring, evaluation strategies and goal attainment. November-January • Students will receive instruction from classroom teachers in each content area about goal setting strategies and the goal writing process for each subject October-November • Parent workshops will be held addressing effective academic goal setting and ways to support students in goal achievement at home.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Math Aussie: \$23,000 Inquiry team per session \$13,000 Data Specialist per session \$4,000 Professional Development materials and supplies \$ 2,000</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Evidence of student developed content area goals and action plans and evidence of teacher/student conferencing, evaluation and measurement of goals in student work folders and portfolios. • Increase in student performance on interim assessments such as ACUITY and teacher generated assessments based on skills addressed in class/student goals. • Evidence of teacher developed SMART goals • Evidence of alignment of school goals, Principal's goals and teacher and student goals as evidenced by CEP, teacher goals and lessons and student goal sheets. • Evidence of administrative record keeping and tracking of outcomes of periodic assessments in the form of assessment binders. • Evidence of differentiation of instruction in the classroom using students generated goals for effective grouping and guided lessons. • Professional Development agendas

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	18	8	8	0	12	0	0	0
7	48	22	2	4	21	0	0	0
8	28	13	6	5	12	0	0	0
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>The AIS services offered to our students will include the following programs: REWARDS, REWARDS PLUS, REWARDS Writing, Great Leaps and Focus on Fluency. In addition we have two teachers trained in the Wilson program which will be delivered only to students identified as having lower level decoding issues. REWARDS, REWARDS plus, and REWARDS writing will be programmed classes scheduled during the school day for one to two days a week for 42 minutes. These programs will be evaluated for effectiveness every eight weeks using predictive and summative assessments. All teachers will receive professional development in the use of higher level decoding, vocabulary and comprehension skills addressed in these programs to implement in the in the classroom as Tier I intervention strategies. Students who are not meeting standards will be scheduled for 371/2 minutes which will be targeted and rotated based on content or skill area of need. In addition, a push in ELA teacher and part time guidance counselor will be hired through Title 1 funding to push into classrooms to address the needs of struggling learners who are not meeting standard. We plan to address students' needs thorough continuous collaboration with content area teacher, guided lessons and one to one conferencing. Finally, we will hold parent workshops where the parents of our at risk students will be trained in the AIS skills and programs addressed in school.</p>
<p>Mathematics:</p>	<p>The AIS services offered to our students will include Tier I strategies where teachers will provide differentiated instruction to all of our at risk students The programs we will be using this year will be Great Leaps math and the Exploring Math Program. These programs will be evaluated for effectiveness every eight weeks using predictive and summative assessments. Students who are not meeting standards will be scheduled for 371/2 minutes which will be targeted and rotated based on content or skill area of need. In addition, a push in Math teacher and part time guidance counselor will be hired through Title 1 funding to push into classrooms to address the needs of struggling learners who are not meeting standard. We plan to address students' needs thorough continuous collaboration with content area teacher, guided lessons and one to one conferencing. Finally, we will hold parent workshops where the parents of our at risk students will be trained in the AIS skills and strategies addressed in school.</p>
<p>Science:</p>	<p>Students who are found to be at risk of not meeting standards in Science will be placed in mandated 371/2 minute at risk period where they will be given the support necessary to increase reading comprehension strategies that are necessary to aid in the understanding of the Science curriculum. Tier I intervention strategies will be addressed during class time and provided by the Science teacher through small group and differentiated instruction. Hi/Low reference and content related books will be purchased for all Science classrooms and added to classroom libraries to support reading in the</p>

	content areas and to allow for differentiation. Finally, for our 8 th graders who are at risk of not completing their exit projects and therefore at risk of promotion, we will offer an after school program one day a week for eight weeks.
Social Studies:	Students who are found to be at risk of not meeting standards in Social Studies will offered after school intervention services and will be placed in mandated 371/2 minute at risk period. Tier I intervention strategies will be addressed during class time and provided by the Social Studies teacher through small group and differentiated instruction. Hi/Low reference and content related books will be purchased for all Social Studies classrooms and added to classroom libraries to support reading in the content areas and to allow for differentiation. Finally, for our 8 th graders who are at risk of not completing their exit projects, we will offer an after school program one day a week for eight weeks.
At-risk Services Provided by the Guidance Counselor:	Students identified to be at-risk and in need of counseling will be provided services by our school guidance counselor based on the recommendation of the PPC team. Our Guidance Counselor coordinates and manages the social/emotional interventions for all students. She assists all students in attaining their maximum personal and educational development by offering a variety of support services which include: individual and group counseling; High School Selection counseling; standardized testing interpretation; development and monitoring of students' academic programs; consultation and collaboration with students, parents, faculty, administration, as well as members of our PTA/outside community; group guidance programs; and the development and implementation of student and parent informational programs. As members of an interdisciplinary team, counselors participate on the PPC Team, Instructional Team, Pupil Intervention Review Team as well as conduct and formalize individual family meetings with a goal setting component to help at risk students be successful.
At-risk Services Provided by the School Psychologist:	N/A we have only been assigned a School Psychologist 1 day a week for the 2008-2009 school year.
At-risk Services Provided by the Social Worker:	N/A we have only been assigned a School Social Worker 1 day a week for the 2008-2009 school year.
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2008-2009) LAP to this CEP.

LAP

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2008-2009) LAP to this CEP.

IS 30

**Language Allocation Policy
2008-09**

I.S. 30 is committed to providing the finest educational experience to all our students, especially English Language Learners. Our mission is to design and implement instructional programs to help ELLs meet the challenging academic standards. It is our vision to equip ELLs with the necessary skills to attain academic excellence. We hope to achieve this vision through the cooperative efforts of administrators, teachers, parents and community. These partnerships allow us to effectively nurture and guide our students to success. At IS 30 we embrace the Cognitive Academic Learning Approach; an instructional model for second and Foreign Language Learners. CALLA integrates instruction in priority topics from the content curriculum, development of language skills needed for learning in school and explicit instruction in using learning strategies for academic tasks.

IS 30 Mary White Ovington Middle School, located in Bay ridge, Brooklyn is a locally zoned, urban school with a diverse population of approximately three hundred and forty students, and serves the community in grades six through eight. ELLs make-up about 10% of the total school population.

In an effort to provide ELLs with educationally sound programs, the Language Allocation Policy committee has met and designed programs for ELLs to achieve academic excellence. The LAP members are: Danielle Maringo, Principal; Elizabeth Maley, Assistant Principal; Donna Borgia, Parent Coordinator; Laura Kelly, ESL Lead Teacher; Eileen Besabe, Literacy Coach and Ida Tam Guidance Counselor.

Based on the 2008-09 BESIS Participation Report, I.S. 30 has 34 English Language Learners. 9 students are in the sixth grade, 14 students are in the seventh grade, and 11 students are in the eighth grade.

The following chart represents duration years overall and by grade:

	Overall	Grade 6	Grade 7	Grade 8
Duration year 1	10	1	5	4
Duration year 2	1	1	0	0
Duration year 3	3	1	2	0
Duration year 4	6	4	1	1
Duration year 5	3	0	1	2
Duration year 6 and above	11	3	4	4

The following chart represents the number of students by grade in each language group:

LANGUAGE	6 TH GRADE	7 TH GRADE	8 TH GRADE
ARABIC	7	8	5
BENGALI	0	1	0
CHINESE	0	1	1
FRENCH	0	0	0
HUNGARIAN	0	0	0
POLISH	0	0	0
RUSSIAN	0	0	1
SERBO-CROATION	0	0	0
SPANISH	0	3	2
URDU	0	0	0
UZBEK	0	0	0
Pakistan UD	2	1	2
TOTAL	9	14	11

At registration, parents are made aware of the various programs public schools have available to English Language Learners. A discussion regarding the programs offered at I.S. 30 also takes place. To assist parents in selecting an appropriate program for their child, every effort is made to provide the parent with a translator. Videos explaining program choice are provided to parents in their native language

The amount of instruction a student has received in his/her native language is explored at registration. The Home Language Survey Form completed by the parents in his/her native language is carefully reviewed. Additional information, asked by the staff of I.S. 30, regarding student's literacy level in the native language is answered by the parent at this time.

I.S. 30 considers each student's level of literacy for placement. All of our long term ELLs receive ESL instruction commensurate with their proficiency levels. We have also made recommendations for alternative placement when we believe that a child's academic concerns are being eclipsed by an ELL indicator.

We have the following programs and materials available for our English Language Learners to use in the Classroom to enhance learning.

- Oxford Picture Dictionaries
- REWARDS
- Great Leaps Reading and Math
- Laptops with wireless capabilities
- Wilson
- ACCESS program
- Readers Theatre

- Interdisciplinary thematic Units
- Low-level novels
- Games
- Dialogue
- Capstone content area books in science and social studies
- Content area videos

According to the 2008LAB-R and NYSESLAT scores, 2 sixth graders scored at the beginning level, 3 at the intermediate level, and 3 at the advanced level. In the seventh grade 0 scored at the beginning level, 1 at the intermediate level, and 7 are at the advanced level. In the eighth grade 3 scored at the beginning level, 4 at the intermediate and 3 at the advanced. A total of 6 students scored out; 4 in the sixth grade, 1 in the seventh grade, and 1 in the eighth grade.

To continue to assist students in improving their listening, speaking, reading and writing skills, I.S. 30 will continue to implement the following:

- Balanced literacy
- Small group instruction
- Differentiated Instruction
- Project-based learning
- Focus on print-rich environment
- Portfolio development
- Literacy-based staff development

According to the English Language Arts Achievement scores cited in the 2007-08 NYSTART report, there has been an increase in the number of ELLs moving from level one to level 2 in ELA. Although 50% of our 8th grade ELL students scored at level 2 and in the 7th grade and there was an increase of 6% of students increasing score from level one to level two, in analyzing the scale score of these children there is a trend that both grades have scored at the lower end of the level two scale. In addition, roughly 50% of all ELLs showed strength in writing and a weakness in comprehension skills. To address this problem our instructional plan includes intervention programs, such as REWARDS and Great Leaps to assist in reading weaknesses. In the school's efforts to continue to improve the number of ELLs increasing in scale and making gains in English language acquisition, students will be served by certified ESL and content area teachers trained in ESL methodologies. Teachers will continue to participate in Quality Teaching for English Language Learners (QTEL) workshops where they will learn effective practices for providing challenging instruction for ELLs. These workshops are provided by the Office of English Language Learners. For the 2008-09 school year, our ESL Lead Teacher and an ELA coach are employed to provide additional support to all teachers working with ELLs. These Lead teachers will work very closely with the staff. They will provide demonstration lessons depicting new pedagogical strategies to better meet the needs of ELLs, Some workshop topics that will be offered this year are: SIOP model, Literature Circles, Incorporating technology in the classroom, Looking at data to drive instruction, and Portfolios and scaffolding for ELLs

ELLs will continue to receive state mandated ESL/ELA instruction. Students will continue to participate in extended day programs including Saturday programs where students receive small group instruction. In these supplemental ELA/ESL programs, for example, teachers focus on students' individual needs in order for them to achieve higher academic standards. Students participating in these programs enhance their abilities to identify and use reading and listening strategies to make text comprehensible and meaningful. They also participate in activities that allow them to use the writing process (pre-writing, drafting, revising, and proofreading) to produce well-constructed informational texts. During the writing process, students engage in oral activities, which include conferencing with the teacher, peer editing, and sharing of written work.

Teachers will continue to use formal and informal assessments to improve instruction of ELLs. Formal assessments such as the NYS ELA exam, ELA Interim Assessments, LAB-R, and the NYSESLAT will help determine students' strengths and weaknesses. Ongoing informal assessments such as teacher-made tests, evaluating portfolios, conferencing, and teacher observations improve student learning by better meeting their needs.

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In the continuing effort to develop literacy skills and academic knowledge, additional high-interest, low-level non-fiction materials to supplement content area curriculum are being purchased. This allows students to gain a deeper understanding of content information, which leads to English proficiency. This is based on the understanding that proficiency in a second language can best be developed when it is allowed to emerge naturally through the use of academic functional language for authentic purposes.

Reading is a priority at all levels in the ESL/ELA classroom. Students are expected to read the mandated 25 books per year. Independent reading is encouraged on a daily basis. Students keep a daily journal summarizing what they have read. This is to encourage consistency in book selection and accountability.

The workshop model has been implemented in all classes creating ample opportunity for students to practice reading, writing and accountable talk, all parts of the ESL and ELA standards. Thematic units are encouraged stressing interdisciplinary projects and immersion learning. To help with the many levels in an ESL class, Literature Circles will be used to address this. An added benefit is the encouragement of Book Talks among students, peer support, and accountable talk.

Teachers teach a skill using a reading or writing strategy during the mini-lesson, keeping a running list of skills taught displayed in the room to encourage students to use the skills and strategies throughout all their readings. This enhances metacognitive understanding of the learning process.

Technology is an effective tool to help students succeed in all subject areas. At I.S. 30, technology continues to be integrated in all subject areas. Students are provided with laptops for use both in school and at home. All classrooms have access to wireless capabilities that aide in computer integration to support immersion learning in the content area.

I.S. 30 will continue to distribute laptops in September 2008 to our entire school population. This will facilitate ELLs continued participation in project-oriented activities to help improve their listening, speaking, reading, and writing skills while learning basic, yet invaluable, skills in the use of technology. Students continue to be able to access software to enhance the use of graphic organizers, templates, process writing, research, and project work. This leads students to develop a variety of ways to produce a finished product, such as a power point presentation.

Guidance counselors continue to work with individual students and their families. They closely monitor ELLs and provide them and their families with strategies to develop English proficiency by having frequent meetings with teachers to monitor progress. This interaction creates an additional level of support that builds on classroom instruction, thereby increasing student proficiency and academic achievement. Students who are not progressing are strongly encouraged to participate in supplemental activities such as extended day, including Saturday programs or any other academic intervention services we provide.

Students who are at risk are also discussed at monthly Pupil Personnel Team (PPT) meetings. Teachers are encouraged to submit to the guidance counselors the names of these students and interventions they have implemented. The results are then discussed at length. Home contacts regarding the students are also discussed at the PPT. The PPT makes suggestions for future interventions. These include at risk counseling, SETSS, etc, if the interventions that the teacher has implemented are not successful. Further testing by the School Assessment Team (SAT) may be administered in order to provide greater academic achievement when all interventions have failed.

Guidance counselors continue to provide support to ELLs who have recently scored out of ESL. At I.S. 30, the guidance counselors meet with the former ELL at least three times a year to determine any social and/or academic difficulties the student may have. Strategies to overcome these obstacles are shared with the student and his/her family. For our ELL students who reach proficiency, we continue to provide them with support from a certified ESL teacher during the extended time period of the school day. This will allow students to make a seamless transition into a mainstream classroom. In addition, we will continue to provide these students with the two additional years of testing modifications required. We continue to offer translated materials for the child's parents.

I.S. 30 has a total of 11 long term English Language Learners. Three are in sixth grade, five are in seventh grade and three are in eighth grade. This is our ladder of referral for Long Term ELLs, and any other at-risk students:

- Differentiated Instruction
- One to One/small group tutoring
- Proper intervention programs
- Adjusted Physical Environment
- Modified Assignment/HW
- Parental Notification
- At-risk SETSS
- At-risk Counseling
- Extended day program including the Saturday program
- Referral to special education

English Language Learners made gains not only in ELA but also in Mathematics. According to the Mathematics Achievement scores cited in the 2007-08 NYSTART report, there has been a 32% increase in students scoring at levels two and a decrease of 23% of students scoring at level 1. Data also reveals a need to focus on students scoring at level 3 and above as there was a decrease of students scoring at level 3 of 9% and no ELL students have scored level 4 from the 2005-2006 through the 2007-2008 school year. To continue to assist ELLs in making gains in mathematics, more time is allocated to quality mathematics instruction. Students receive a focused, well-organized math program to overcome their deficiencies. There is a continuation of the instructional strategies that have contributed to overall improved student achievement, including the implementation of an average of seventy-five minutes of instruction daily. Mathematics instruction takes place in blocks. Students who have scored Level 1 in Mathematics participate in small group instruction during the 37.5 minutes extended time session. During this time, teachers continue to focus on students deficiencies. Finally an f-status math teacher has been hired to support our ELL students in their math classes. The f-status math teacher collaborates with the assigned math teacher to target areas of weaknesses in our ELL students. She then pushes into the math class and works with the ELL students to address individual student needs.

Impact mathematics is the base program in grades seven and eight and in sixth grade, Everyday Math is the base program. **Supplemental materials include Kaplan Essential Skills, Great Leaps Math and the Exploring Mathematics Intervention program.** Teachers will use data from NYSTART Reports and AQUITY assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students and for developing instructional programs to work on areas of weakness. Opportunities are provided for teachers to plan collaboratively, align instructional assessments, and examine and assess student work to focus instruction directly on student needs to meet the standards. Professional development includes the following: effective pedagogy for teaching mathematics, data-driven instruction, the workshop model, the use of manipulatives in the classrooms, and problem solving strategies.

I.S. 30 continues to provide academic intervention services to those English Language Learners who are not meeting Math State standards. Students are encouraged to attend extended day programs where they receive small group instruction. Students also participate in extensive push in intervention sessions during the school day provided by an F-status math teacher and a title one math teacher for those eligible ELLs that focus on skill based weaknesses, test taking strategies and familiarizing students with test format. These preparatory classes minimize students' test taking anxiety. I.S. 30 continues to make every effort to provide testing modifications to maximize the students' advantage.

I.S. 30 Free-Standing ESL Program

All students participating in free-standing ESL programs receive the required amount of ESL/ELA instruction as specified in CR Part 154. Beginning and intermediate levels of English proficiency receive two units (360 minutes) of ESL instruction, and advanced students receive one unit of ESL (180 minutes) and one unit of ELA (180 minutes). This school adds to this requirement by giving most students 1 extra period of English instruction per day (an extra 180 minutes). In providing this additional English class, students benefit from instruction using academic language on grade level. In most cases ESL classes are taught in a eighty four-minute block. All ESL and ELA teachers are certified professionals.

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All ESL and ELA teachers use a balanced approach to literacy. ELA teachers of ELLs, who have a 42-minute lesson each day, balance their reading and writing activities over the week. To do this they focus on listening and speaking as well as reading and writing with an understanding of the need to teach to, with and by students. All teachers are expected to use mini-lessons, independent and small group work with share time to conclude the class. Teachers provide differentiated instruction to meet the needs of all students by using group work and a variety of leveled texts with tiered activities.

ESL and ELA teachers have classroom libraries with a range of genres and reading levels as well as bilingual books. Students use these for independent reading. Teachers keep records of student achievements in reading and are encouraged to model reading practice during this time.

In order to maximize instruction for ELLs, ESL teachers meet with content area teachers to discuss and plan instruction for their ELLs. These articulation sessions are required of all ESL teachers. The purpose of these sessions is to better meet the needs of their students. Content teachers implement the workshop model.

Content teachers are certified in their subject area and have received the mandated ESL training. Content area teachers incorporate ESL strategies and methodologies in their daily lessons. Ongoing staff development is provided to all teachers of English Language Learners in order to assist ELLs in making gains in English language acquisition instruction. Staff development is provided by the principal, assistant principals, literacy coach, ESL Lead Teacher. The principal, assistant principals, literacy coach, and teachers also attend workshops provided by the region to improve instruction in all content areas. For the 2007-08 school year, the following topics will be explored with all teachers of ELLs: SIOP model, Differentiating Instruction, ESL/ELA standards, Adapting Content Area, Impact Math, Incorporating graphic organizers, Portfolio assessment, NYSESLAT, Interim Assessments, Grow reports, Grouping, Conferencing, ESL strategies in the content areas, Scaffolding Strategies, Leveling classroom libraries, Guided Reading, and Reading and Writing Strategies in the Content Area.

Content area teachers will also be encouraged to continue to attend Quality teaching for English Language Learners (QTEL) professional development series. QTEL is a four-day institute for secondary teachers. Teachers will learn strategies needed to raise academic performance of ELLs.

Our ESL teacher has received training in the Wilson Program. The Wilson Program is a research-based program designed to bring “explicit, cumulative, systematic, and multisensory reading instruction to struggling readers.” This program provides teachers with the skills and tools to help students become fluent and independent readers by teaching students how to accurately decode words using a multisensory approach. It also thoroughly teaches total word construction, not just phonics. For the upcoming school year, ELLs who are not meeting ELA standards will participate in this program.

The LAP team will continue to monitor student performance through the use of ARIS, Data support from our Learning Support Organization, AQUITY assessments and informal teacher assignments.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___X_ ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: _____34_____

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

IS 30 has combined push-in, pull out ESL Program for the 32 students eligible to receive ELL services. Eligible students receive services based upon their language proficiency level. Beginning and intermediate students receive 360 minutes of ESL instruction per week. Advanced ESL students receive 180 minutes weekly. All students are served by a certified ESL teacher. Push in ELL program is a team teaching model where the ELL teacher pushes into select ELA and Social Studies classes and, in addition, sees the students separately to provide ELL services. For the 2008-2009 school year, we will be using the ACCESS: Building Literacy through learning program in all content areas. We will also use the ACCESS NEWCOMERS program for our students new to the country. These activities incorporate research based strategies documented in the report from the National Reading Panel and are correlated to instructional strategies outlined for English Language Learners. Additionally, we will provide our ELL students with another researched validated program called REWARDS. This program teaches intermediate students a flexible strategy for higher level decoding and increases their oral and silent reading fluency. Additional push in services will be provided by a licensed Math teachers to support literacy in the content areas in grades 6-8. All of our ELL students also receive additional support during the extend day period.

II. Parent/community involvement:

Our goal this year is to work to increase parent involvement and to bridge the gap between the culture at home and school. An important element in establishing parent involvement is through establishing mutual trust and support between families and the school. To achieve this goal, the parent coordinator will engage in ongoing outreach to the families of our English language learners. In addition to the regular parent orientation, the parent coordinator, with the support of the ESL teacher, will organize curriculum evenings to encourage and engage parents of the English language learners. Our parent involvement plan also includes translating parent meetings and informational materials in community languages. IS 30 also offers our parents videos, CD's, and oral and written translations of pertinent materials. There has also been a concerted effort to increase the number of translators available during school functions.

III. Project Jump Start (Programs and activities to assist newly enrolled ELL students):
n/a

IV. Staff Development (2008-2009 activities):

The certified ESL teacher attended two, intensive QTEL, Quality Teaching for English Language Learners, training institutes. One focused on scaffolding techniques for English Language learners and the other addressed scaffolding techniques for the Mathematics content area. The ESL teacher has turn-key trained the content area teachers who directly instruct the ELLs. There is the expectation that all staff members will receive the 7.5-10 documented hours of instruction in ESL Methodologies throughout the 2008-2009 school year. Two teachers, as well as the Literacy coach and ESL teacher, have received training in the REWARDS and Wilson program. The future professional development will build upon this foundation and be integrated with the overall ELA professional development through collaboration between the ESL teacher and the literacy coach. Topics may include Scaffolding for the ELL student in the content area classroom, establishing a culturally supportive classroom, ESL standards and the use of the Balanced Literacy model, how to support the ELL in the mainstream classroom and selecting appropriate materials for English language learners. All staff members are encouraged to attend QTEL training. Is 30 has hired an f-status math teacher to target Ells in the classroom. This teacher will also meet with content area Math teachers to discuss strategies necessary to meet the needs of ELLs in Mathematics instruction. Finally, through the support of our LSO, our Collaborative team and special Education teachers will receive training in programs that are proven to be effective with LEP/ELLs with disabilities as some of our CTT and SETTS population receive ELL services.

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2008-09

A-2

School District: _____ 20 _____

Type of Program: ESL ___x___ Bilingual ___ ___ Both ___ ___
(Check one only)

School Building _____ IS 30 _____

(Complete this form for each school building with LEP students in grades 7-12 and Special Education during 2008-09)

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)		
	Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi Fied	Served		Identi fied	Served		Identi fied	Served	
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL
Arabic (ARB)	8		8	5		5													4		4
Bengali (BEN)	1		1																		
Bosnian (BOS)																					
Chinese (CMN)	1		1	1		1															
French (FRA)																					
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)				1		1															
Spanish (SPA)	3		3	2		2															
Vietnamese (VIE)																					
SUB TOTALS →	13		13	9		9													4		4

Total Number of LEP students
Identified in the Building in 2008-09
(Do not include long-term LEPs)

Total Number of LEP students **Served**
in the Building in 2008-09
(Do not include long-term LEPs)

Bilingual

ESL

Part C: Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s) 6-8 _____ Number of Students to be Served: 34 LEP _____ Non-LEP _____
Number of Teachers 1 Other Staff (Specify) 1 Supervisor

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

I.S. 30 has a combined push-in and freestanding ESL program. The push-in program contains the school's ELL population who are instructed during their Language Arts and Social Studies periods. In addition, our ESL students have been targeted during their 37 1/2 minute period to receive additional Mathematics and Literacy instruction. Our ESL teacher will use the ACCESS program to reinforce English Language Skills and have give our ELL students exposure to standards based, on-grade curriculum. All ELLs who scored at the Beginning and Intermediate levels on the LAB-R and the NYSESLAT are seen by the school's ESL teacher for a minimum of 360 minutes a week. All students are taught in English using ESL methodologies, modified lessons, supplemental materials, such as bilingual dictionaries and same language buddy/seating systems. We provide sheltered English instruction which is an instructional approach that engages ELLs above the beginner level in developing grade level, content area knowledge, academic skills and increased English Proficiency. In sheltered English classes teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. There will also be a strong technology component where all of our ELL students will receive laptops to use for instructional purposes both in school and at home.

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

Teacher training for content area teachers instructing students who are English Language Learners will be scheduled. Staff members who will teach the ELL students in our school will be provided with professional development through training in the ACCESS, REWARDS and other effective strategies to meet the needs of ELLs in the content area classrooms through action plans developed collaboratively between the principal and ELL support staff through the school Learning support organization. Topics will include: Determining students’ level of English Language proficiency, providing a baseline for measuring student progress, differentiation of instruction for ELL students, scaffolding for ELLs in the content area classroom.

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$10,613 \$ 3,587	Math push in intervention for ELL students in all grades 6-8 Per session after school ELA and Math support for ELL students in grades 6-8.
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$856	
Travel		
Other		
TOTAL	\$ 15,000	

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2008-09

School Building: _____ **IS 30** _____ **District** _____ **20** _____

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
0	2	0	0	0	0	2

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Templ

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: ___ Free-Standing ___ Push-in x Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate x Advanced

School District: _____ 20 _____

School Building: IS 30 _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:11 To: 8:53	Subject (Specify) English	Subject (Specify) Math	Subject (Specify) English	Subject (Specify) Social Studies	Subject (Specify) English
2	From: 8:56 To: 9:38	Subject (Specify) English	Subject (Specify) Math	Subject (Specify) English	Subject (Specify) ESL	Subject (Specify) English
3	From: 9:41 To: 10:23	Subject (Specify) Social Studies	Subject (Specify) Social Studies	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Math
4	From: 10:26 To: 11:08	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
5	From: 11:11 To: 11:53	Subject (Specify) Math	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) English	Subject (Specify) Science
6	From: 11:56 To: 12:38	Subject (Specify) Math	Subject (Specify) English	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Social Studies
7	From: 12:41 To: 1:23	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Art
8	From: 1:26 To: 2:08	Subject (Specify) Science	Subject (Specify) ESL	Subject (Specify) Technology	Subject (Specify) Art	Subject (Specify) ESL
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: ___ Free-Standing __X__ Push-in _x__ Pull-out
 Indicate Proficiency Level: ___ Beginning _x__ Intermediate ___ Advanced

School District: _____20_____

School Building: ___IS 30_____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:11 To: 8:53	Subject (Specify) English	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Math	Subject (Specify) English ESL push in
2	From: 8:56 To: 9:38	Subject (Specify) English ESL Push in	Subject (Specify) Math	Subject (Specify) English	Subject (Specify) Math	Subject (Specify) Math
3	From: 9:41 To: 10:23	Subject (Specify) Art ESL pull out	Subject (Specify) Math	Subject (Specify) English	Subject (Specify) English ESL Push in	Subject (Specify) Art
4	From: 10:26 To: 11:08	Subject (Specify) Math Enrichment	Subject (Specify) Physical Education	Subject (Specify) Art ESL Pull out	Subject (Specify) ESL pull out	Subject (Specify) Social Studies
5	From: 11:11 To: 11:53	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
6	From: 11:56 To: 12:38	Subject (Specify) Math	Subject (Specify) Science	Subject (Specify) Math	Subject (Specify) Social Studies	Subject (Specify) Physical Education
7	From: 12:41 To: 1:23	Subject (Specify) Science	Subject (Specify) English	Subject (Specify) Math	Subject (Specify) ESL Pull out	Subject (Specify) Science
8	From: 1:26 To: 2:08	Subject (Specify) Social Studies ESL push in	Subject (Specify) English	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) ESL Pull out
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: ___ Free-Standing ___ Push-in _x__ Pull-out
 Indicate Proficiency Level: _x__ Beginning ___ Intermediate ___ Advanced

School District: _____20_____

School Building: _____IS 30_____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:11 To: 8:53	Subject (Specify) ESL pull out	Subject (Specify) English	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Social Studies
2	From: 8:56 To: 9:38	Subject (Specify) Science	Subject (Specify) English	Subject (Specify) English	Subject (Specify) ESL pull out	Subject (Specify) Math
3	From: 9:41 To: 10:23	Subject (Specify) ESL pull out	Subject (Specify) Science	Subject (Specify) ESL pull out	Subject (Specify) Math	Subject (Specify) Math
4	From: 10:26 To: 11:08	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
5	From: 11:11 To: 11:53	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) ESL pull out	Subject (Specify) Science
6	From: 11:56 To: 12:38	Subject (Specify) Math	Subject (Specify) Social Studies	Subject (Specify) Math	Subject (Specify) English	Subject (Specify) English
7	From: 12:41 To: 1:23	Subject (Specify) ESL pull out	Subject (Specify) ESL Pull out	Subject (Specify) Science	Subject (Specify) English	Subject (Specify) English
8	From: 1:26 To: 2:08	Subject (Specify) Social Studies	Subject (Specify) ESL Pullout	Subject (Specify) English	Subject (Specify) Social Studies	Subject (Specify) ESL Pull out
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate 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.

The Principal, Parent Coordinator, Pupil accounting secretary and ESL teacher review students' home languages data on a yearly basis as entered in ATS and the home language surveys from students records to identify languages other than English spoken at home. In addition, the school conducts informal assessments by visiting classes and asking students what languages are spoken in the home. We then compiled all of the data and send home letters to parents in all of the languages represented in our school requesting meetings with them. At the meetings we provide in school translators and inform the parents as to the many services IS 30 has to offer. We provide them with information relating to curricula, report cards, testing, PTA and any other areas of importance. We also take this opportunity to answer any questions they may have in regard to communicating with the school. Our parent coordinator performs continuous outreach throughout the school year to meet the needs of our parents who are non-English speaking. The SLT and PTA meeting agendas reflect discussion and plans to provide parents with not only information about the school but also to allow for our non-English speaking parents to play an active role in improving their children's achievement. On every letter sent home to parents is a notice written in all languages represented in our school to call to request free translation or interpretation of any document sent home by the school. In addition our phone system offers choices in Spanish and Arabic for our parents to reach someone in the main office or to listen to important announcements in these languages.

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.

Using the process described above, our findings are that the languages of high frequency in I.S. 30 are Arabic, dialects of Chinese, Spanish, Polish, Korean, Albanian and Russian. Our findings were reported to the school community in a variety of ways. First, we sent out flyers, in all languages represented inviting parents to our first PTA meeting. We then secured staff members and parent volunteers in each of the languages represented to attend the meeting and provide translation services for the parents. During this time we informed the parents that we wanted to know their translation needs and that the services that the school can provide. Each translator met with groups of parents represented and documented what the parents were saying in terms of their translation needs. The translators also showed the parents the translation statement on each school document sent home and instructed the parents as to how to contact the school to get letters and documents translated. In addition, parents were shown where to look on the DOE web site for citywide translated documents and how we can utilize the services of the Translation and Interpretation unit to further assist them. For those parents who did not attend the meeting we sent home letters in a variety of languages explaining the same process that was explained at the PTA meeting. The issue of translation needs is frequently addressed at faculty conferences and School Leadership Team meetings where the translation plan is distributed and discussed.

Part B: Strategies and Activities

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

Written translations will continue to be sent to the DOE service when time allows. Per session monies are allocated for faculty members to translate documents that require immediate turn around. In addition, money is allocated to use DOE vendors for translation services as well. IS 30 also utilizes the services of our parent volunteers for written translation. The school continuously assesses the need for translation of documents and plans in advance. Some basic documents such as the Parent Handbook and our school progress report are translated in advance and maintained on file. In addition, we will continue to purchase CD ROMS and transfer the DOE documents available on the DOE website (IE: Standards in all Curricula, Standardized testing information, Promotional Criteria, translated progress reports and other relevant information) on to the disks for parents. Because we are a one-to-one laptop school, parents and students can use the CDs on the laptops provided by the school. Training on proper computer usage is offered to our parents during the school day, during our after school programs and during our Saturday program.

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 service will continue to be provided by faculty members. This occurs informally during the school day, as paid coverage, for scheduled day meetings such as EPC and other parent conferences, and as a per session activity for evening meetings. In addition we have a pool of parent volunteers for scheduled after-hours activities. This year we will also purchase a phone master system to further open lines of communication between the school and the home. As much as possible, each message sent home will be recorded in multiple languages and sent to appropriate families based on the home language survey. Twice a year, at our parent teacher conferences, IS 30 employs the services of DOE contracted vendors to assist our parents in communicating with the teachers in their native language..

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

I.S. 30 will fulfill Section VII of Chancellor's Regulation A-663 by continuing to utilize DOE translating unit, using faculty and volunteer parents for written and oral translations. Parents will be notified in writing of how they may have documents translated free of charge. In addition, mandated signs will be posted in all languages for parents to refer to when entering the school building and copies of the Bill of Parents Rights and Responsibilities will be sent home to families in the language identified in the home language survey and copies will be available in each language as the parents enter the school building. In addition our school safety plan will specify procedures ensuring that parents in need of language assistance services can reach our offices and receive information. Finally, our school website will provide information in each of the represented languages concerning the rights of parents to translation and interpretation services and how to access such services.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION - Continued

Part C: Action Plan – Language Translation and Interpretation

Directions: On the action plan template provided below, indicate the key actions to be implemented for the 2006-07 school year to support improvement in priority areas as described in the school’s response to Questions 1, 2, and 3 in Part B of this appendix. For each action step, indicate the implementation timeline, person(s) responsible, resources needed, and indicators of progress and/or accomplishment. When completed, the action plan can be used as a tool to support effective implementation.

Goal: To communicate 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.	
<p>ACTION STEP – WHAT needs to be done to accomplish goal?</p> <ul style="list-style-type: none"> ➤ Refer to specific actions, strategies, and activities described in Part B. 	<ul style="list-style-type: none"> ➤ School reviews students’ home languages data on a yearly basis as entered in ATS and the home language surveys from students records to identify languages other than English spoken at home. In addition, the school conducts an informal assessments by visiting classes and asking students what languages are spoken in the home ➤ Schedule translation vendor for Parent teacher conferences ➤ Per Session postings for staff to translate at Parent-Teacher conferences, PTA meetings, IEP meetings, laptop distribution meetings, workshops, and any other contact that would enhance student performance. ➤ Duplicates of written communications will be ordered centrally or produced at the school level as necessary. CD ROMS will be made for our parents.
<p>WHEN? Implementation Timeline: Start/End Dates, Frequency, and Duration</p>	<ul style="list-style-type: none"> ➤ September 2008-June 2009 ➤ Ongoing
<p>BY WHOM? Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person)</p>	<ul style="list-style-type: none"> ➤ Assistant Principal ➤ Parent coordinator ➤ ESL coordinator ➤ Bilingual staff members ➤ Parent liaisons
<p>SUPPORT Resources/Cost/Funding Source (including fiscal and human resources)</p>	<ul style="list-style-type: none"> ➤ \$600.00 for per session hours and teacher coverage for staff translation services ➤ \$1,500 for contracted vendor translation services ➤ \$600 for supplies related to copying costs (paper and electronic).
<p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</p> <ul style="list-style-type: none"> ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains 	<ul style="list-style-type: none"> ➤ Increase in positive responses by our non English speaking parents as evidenced in an annual formal and informal review to be conducted in September and June ➤ Increase in the number of translated communications to parents as collected in translation binder. ➤ Increased participation by non-English speaking parents in parent teacher conferences,

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION - *Continued*

(include types of documents that will be collected as artifacts)	PTA meetings and other school sponsored events as documented by attendance sheets..
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APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 \$267,610
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$2,676
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$13,380
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 100%
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

DRAFT – MAY 12, 2008

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Part A: School Parental Involvement Policy

I. General Expectations

IS 30 Mary White Ovington Middle School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. IS 30 Mary White Ovington Middle School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - a. Form Parent Involvement Policy committee as a sub committee of the Parent Teachers Association to collaborate and compose the school parent involvement policy and compact. This Sub committee will be comprised of parents of students eligible for Title 1 funding.
 - b. Parent involvement sub committee will meet monthly to review implementation of Parent Involvement policy and make recommendations for areas of improvement.
 - c. School will hold informational sessions for all parents to discuss formation and implementation of Parent involvement policy and School Parent Compact and be available to answer any questions.
 - d. The school will involve the parents of children served in Title I part A programs in decisions about how the 1 percent of Title 1 part A funds reserved for involvement is spent.
 - e. The school will keep on file in the main office documentation of parent receipt, including parent signature, of the School Parent Involvement Policy and School Parent Compact.
2. IS 30 Mary White Ovington Middle School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - a. Our parent coordinator will serve as liaison between school and community and will continually investigate needs and concerns of parents and plan workshops to meet needs
 - b. Improve our school web site to include weekly activities.
 - c. Hold curriculum night at the beginning of every school year to address standards, curriculum guides, relevant school data and ways in which we will address individual student needs.
 - d. Offer monthly parent workshops
 - e. Open effective lines to communication (ie phone master, updated progress reports ect) between parents and school to focus on student goals and needs.
3. IS 30 Mary White Ovington Middle School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have

limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- a. Parent involvement policy committee will review results of Learning Environment survey and evaluate to what extent it indicates the need to further implement the goals of the Parent Involvement Policy.
 - b. The Parent involvement committee will provide an informal evaluation of parent activities offered by school to improve school quality and present findings to the school community. Information will be gathered through variety of sources which may include interviews, learning walk throughs, check lists etc. and the results of finding will be available to the school community.
 - c. Results of data will be sent home to families and discussed at Parent Teacher Association meetings.
4. IS 30 Mary White Ovington Middle School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy and math training, and using technology, as appropriate, to foster parental involvement, by offering similar workshops at a variety of different scheduled times to meet the needs of parents. These workshops will also be offered in a variety of languages. As a one to one laptop school we will offer our wide range of technological resources to demonstrate to parents' effective technology based programs to improve children's academic achievement.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by increasing the number of meetings between parents and teachers to focus on goal setting and discussing the needs of individual students. In addition, the school will hold monthly department meetings for parents where parents can become familiar with curriculum, standards and department expectations of each content area.
 - d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - School wide phone calls home to parents through parent coordinator or school wide phone system.
 - Use of school web site to communicate up to date relevant information to all parents
 - School wide letters sent home
 - All communicated information will be translated into other languages and assistance will be provided by request of families.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- developing appropriate roles for community-based organizations and businesses, including culturally-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by attached signature sheet. This policy was adopted by the IS 30 Mary White Ovington Middle School on May 14, 2008 and will be in effect for the period of September 2008-June 2009. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2008.

Part B: School-Parent Compact

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

IS 30 Mary White Ovington Middle School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.

Required School-Parent Compact Provisions

School Responsibilities

IS 30 Mary White Ovington Middle School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
2. Hold parent-teacher conferences semi annually during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Once in the fall and once in the Spring
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Send individualized student progress reports quarterly, send school report cards quarterly, notify parents of students at risk of meeting yearly standards,
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: By appointment during school hours when teachers are available, by contacting the school via telephone, via DOE email and via letters.
5. Provide parents opportunities to volunteer and participate in school based activities and to observe classroom activities, during Parents week, during school trips and if appointments are made with the school to participate in classes.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

1. Monitoring attendance and lateness
2. Providing his/her child with the appropriate materials needed to be successful in school.
3. Take interest in his/her child's school activities.
4. To share the responsibility for improving student achievement and to help enrich his/her child's academic and social growth through participation in teaching and learning activities provided by the school
5. To communicate with his/her child's teachers about educational needs or concerns.
6. Making sure that homework is completed.
7. Monitoring amount of television their children watch.
8. Volunteering in school activities.
9. Participating, as appropriate, in decisions relating to my children's education.
10. Promoting positive use of my child's extracurricular time.
11. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
12. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

13. By discussing the Citywide standards of Discipline and Intervention measures, the NYC DOE Discipline Code with my child and supporting the school if codes are violated.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

1. Arrive to school on time and prepared everyday
2. I will Do my homework every day and ask for help when I need to.
3. Read at least 30 minutes every day outside of school time.
4. Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
5. I will follow Citywide Standards of Discipline, the NYCDOE Discipline Code.
6. If I am having a problem in school. I will seek help from staff members.
7. I will take interest in school activities.
8. I will respect my classmates and adults in the building.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE 2	
DATE		

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
We intend to offer increased time on task for eligible students by allowing for push in teachers to provide tier I intervention strategies within the classroom setting in a variety of content areas. Push in teachers will use all available data (IE: ATS reports, ARIS and Acuity results) to identify students who score below standards and pinpoint eligible students individual needs and target these needs during classroom time. Push in teachers will evaluate targeted students response to interventions every eight weeks using a variety of assessment exams and program adjustments will be made based on individual student results. In addition we will offer extended day opportunities and Saturday programs to all title 1 eligible students to assist them in addressing targeted skill based needs in ELA and Math. Our Saturday session will also offer classes for Title 1 eligible parents and will be held one Saturday a month excluding December and June. Finally we will hire an f-status guidance counselor to focus on our eligible children in terms of setting effective academic goals and monitoring and achieving them.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
Student achievement data will be provided to staff for use in program planning. Data will be formally and informally presented and discussed with staff members and community throughout the school year. Because a majority of Title 1 funding is allocated to staff,

planning to meet the needs of eligible students is an integral part of scheduling and programming. For example, whenever possible title 1 funded push in teachers will be scheduled for common planning time to meet and address the needs of individual students. In addition we have requested for changes in the city wide calendar to allow for students to be dismissed from school early one day a month so teachers can meet and plan effectively to meet the needs of our struggling learners. Allocations have also been planned for coverage for teachers of Title 1 eligible students to receive professional development with the push in teachers during the school day. Our planning using title 1 funding is for push in services so eligible students will receive services as Tier 1 intervention strategies (ie: targeted grouping, team teaching, guided lessons) within their content area classrooms. In addition, as a one-to one lap top school, funding has been set aside to provide our title 1 eligible students with lap tops to use both in school and at home to incorporate technology into all content areas. Finally our push in program, which will be implemented mainly in the ELA and Math classes is scheduled for 90 minute blocks of time where the students will receive guided and individualized instruction to meet their needs during group or independent work time within the classroom.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

IS 30 community believes that in order to improve academic achievement of disadvantaged students, the school shall use federal Title I funds to provide eligible students with supplementary services and materials to reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessments. We will provide extended learning time to our Targeted Assistance title 1 eligible students both during the school day and during our after school and Saturday programs.

As we annually review our achievement data, we target those who have not met proficiency in ELA and Mathematics and are Title 1 eligible. We then perform baseline assessments on targeted students where we look at fluency, vocabulary, higher level decoding and reading comprehension skills. In math we test for **Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability** skills. With the introduction of balanced literacy, Impact mathematics, Every Day Mathematics and intervention programs such as REWARDS, Focus on Fluency and Great leaps reading and Math, we have studied and will continue to study through our PPC and inquiry teams, the data that reflects student's response to these scientifically based programs on a quarterly basis. Additionally, we review reading and math assessment scores through our ACUITY assessment programs four times a year in order to target those students in need of more time in intensive instruction in particular areas of reading or mathematics skill development. Students below proficient levels in reading or math (Level 1 and 2) and who are eligible for title 1 services will receive additional push in intervention services provided by our title 1 reading and math teachers. Our indicator of effectiveness of our program be an increase in proficiency level on the State ELA and Math Exam and a decrease in the number of students in need of substantial intervention services in and outside of the classroom.

Our Balanced Literacy and Impact and Everyday Mathematics programs provides a coherent instructional program that includes content aligned to the New York State standards, coordinated instructional sequences, ample opportunities for teacher directed application, guided practice and independent practice. This occurs during a 90 minute block of ELA or Math instruction. The major impetus of our ELA and Math programs is to align our curriculum, to scaffold skills, to organize a cohesive delivery system of content and to incorporate data to inform our instructional decision making. We need to continue to coordinate our scientifically based practices we have in place to include higher order questioning skills and principals of learning as part of our school culture. Both models allow for intervention time within the classroom which can be used to target our eligible students and provide them with necessary support to improve their skills.

The balanced literacy program integrates various modalities of literacy instruction. Assessment based planning is the core of this model. The balanced literacy approach is characterized buy explicit skill instruction and the use of authentic texts. Balanced Literacy is implemented through the Reading and Writing Workshop Model. The teacher begins by modeling the reading/writing strategy that is the focus of the workshop. Subsequently, students are engaged in practicing the focal strategy in small groups or independently as the teacher monitors and provides guidance. Then, students read leveled texts independently or write independently for an extended period of time as the teacher circulates amongst them to observe, record observations and confer. Guided Reading is implemented during the extended independent reading period. Based upon assessment, the teacher works with small groups of students (no more than 6 students in each group) on a leveled text (authentic trade book). The purpose of Guided Reading is to systematically scaffold the decoding and/or comprehension strategy skills of students who are having similar challenges. Direct Instruction in Phonics and Word Study are also included in the Balanced Literacy Approach. For emergent and early readers, the teacher plans and implements phonics based minilessons. For advanced readers, the teacher focuses on the etymology of a word. Students who are reading at this stage are engaged in analyzing the patterns of word derivations, root words, prefixes and suffixes. The overall purpose of balanced literacy instruction is to provide students with a differentiated instructional program which will support the reading and writing skill development of each individual.

Our Impact Math in grades 6-8 and Everyday math program in grade 6 also uses a 90 minute block and workshop model format. The program addresses the following areas: Informal-to-formal concept development, designed specifically for middle school students to ensure that students build necessary skills and develop conceptual understanding, Problem-solving and engaging contexts to promote mathematical thinking and understanding through activities, Investigations, and individual exercises and consistent, ongoing practice and ample review to ensure that students acquire computational and symbolic manipulation skills along with the conceptual understanding of how and when to apply them. The scientific based program connects between all strands of mathematics and establishes a strong foundation in number, measurement, algebra, geometry, probability, and statistics strands. After successful completion of this three-year middle school sequence, students are ready for geometry or the second course in an integrated high school mathematics program

4. Coordinate with and support the regular educational program;

IS 30 uses assessment and diagnostic process for determining whether individual students have met the standards of academic proficiency and advanced achievement. The criteria established as a benchmark to determine whether students receive intervention services is based on areas of strength or weakness within the regular education and core curriculum. Standards and strands in both ELA and Math are pinpointed and our intervention and program is effectively coordinated to provide students with the support they need in order to become proficient. Our program is founded on the premise that all students can increase in proficiency levels and attain a minimum of a year of academic growth as they move through each grade of middle school. The implication of this professional learning community philosophy is that we must structure a system of interventions that will ensure our mission. Those students identified as Title I eligible will receive additional support within the regular educational program in the form of more opportunities to focus on areas of weakness and practice deficiencies in the core program. This means that the push in ELA and Math teacher will target struggling students and provide them with opportunities to spend more time on task in the area they struggle, receive more teacher feedback regarding their progress and experience more intensity in the teaching approaches utilized.

5. Provide instruction by highly qualified teachers

In an effort to ensure instruction is delivered by highly qualified teachers, IS 30 will take actions to implement the following strategies:

- Maintain our hiring committee for effective recruitment of certified, highly qualified, experienced teachers.
- The administration will work closely with the ISC to effectively monitor data and reporting systems to confirm the accuracy of highly qualified status in the core academic areas.
- Professional development and effective new teacher mentoring will be offered to our newer teachers to encourage new teacher retention in our school
- Appropriate percentage of Title 1 funding source will be scheduled in Galaxy for reimbursement to teachers.
- Focus on overall teacher retention and address limited space issues in the building and providing teachers with the skills related to changes in cultural and learning aspects brought on by changing student demographics.
- Fully utilize our grade level teams to provide additional support and opportunity for ongoing professional collaboration.

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

Professional development opportunities are available to enable the staff to align the core curriculum to the State Standards. School based days and after school sessions have been dedicated to supporting teachers on how to interpret and analyze data and other multiple measures to discover and target learning gaps at each grade level and in each content area and to adjust teaching practice and objectives to meet the needs of students. Research based teaching strategies, such as differentiated instruction, higher order questioning strategies and the principles of learning, will be addressed so teachers can apply effective practices to reach all learners. An academic coach for Language Arts will be hired and supported. The Literacy coach will support teacher growth and development necessary to fully implement the balanced literacy curriculum and to provide support to staff for comprehension skills in all content areas. In addition the coach will utilize student achievement data to refine instructional strategies, select and implement appropriate instructional materials and model best practices for teachers in a push in capacity. An AUSSIE math consultant will be hired to work with all math teachers teaching title 1 eligible targeted assistance students to analyze data to identify and provide individual students with additional support, to support the use of the impact math and everyday math curriculum, to deepen and enrich teacher content

knowledge of mathematics, to increase teacher understanding of the development of children's mathematical thinking and to develop and implement new teaching strategies in assessment, curriculum and instruction.

We are in our second year of curriculum mapping practices as part of our professional development plan at IS 30. Research indicates that an aligned, cohesive and scaffolded curriculum positively impacts student achievement. Our ELA, Math Science and Social Studies teachers are being trained to search for gaps, redundancies and timeliness of curricula. This year we will be looking at our maps to examine addressing the needs of our students through effective assessment and goal setting and the most effective instructional strategies to meet those needs.

7. Provide strategies to increase parental involvement

A strong partnership between the school and home is essential if a quality educational program is to be provided to all students. IS 30 is dedicated to the philosophy that parent involvement is integral to the success of each student. For this reason, parents are actively recruited as our partners for success. The parent involvement policy is developed during the Title I Spring Advisory meeting, with parents, for the following year. The policy will be given to parents during the first month of school. In addition, an Open House is held in the fall to introduce parents to IS 30 and its Targeted Assistance Title I program. Parents are informed of the PTA, school conferences, weekend parent workshops, The Parent School Learning Compact, and the Parent Involvement Policy. They also meet the principals and teacher teams during our curriculum night to further ease the transition to middle school curriculum and expectations.

During our open house meeting, held in early September, parents learn that an annual meeting will be held to inform parents of the school's participation in the Title I program, and to explain the requirements of the program and parents' rights. In addition they are informed that:

- Parent meetings and conferences can be held at different times during the day.
- Title I funds may be used to pay reasonable and necessary expenses associated with parent involvement activities; including transportation and childcare costs, or home visit expenses to enable parents to participate in school related meetings and training sessions.
- Parents will be involved in the planning, review, and improvement of IS 30's Title I program and Title I policy and Parent Involvement Policy. Parents will have the opportunity to be a part of the Fall and Spring Advisory meetings. Also, parents are always invited to the PTA meetings advertised on the outside billboard and inside.
- IS 30 will provide parents with timely information about the Title I program. Our newsletters, quarterly progress reports, calendars, and minutes from the site based meetings provide our parents with current information.

In addition IS 30 provides parents with a description and explanation of the curriculum used, NY State standards in each content area, the intervention services we offer to our students, the forms of academic assessment used to measure student progress and proficiency levels, and levels students are expected to meet in the form of the ELA and Math scores. These can be explained by teachers during curriculum night, in a conference or by the guidance counselor.

- If requested by parents, IS 30 will provide appropriate parent participation opportunities for regular meetings to formulate suggestions in decisions relating to a student's education. These can be individual parent conferences, activities from the resource center, or activities put on by the individual teams.
- The Parent-School Learning Compact signed in the Fall by the student, parent, teacher, and principal, will outline how everyone will share in the responsibility for improved student achievement.
- The states' academic standards will be posted on the walls for all parents to see during orientations, meetings and conferences. Curriculum maps and pacing calendars are sent home for each content area at the beginning of the school year.
- IS 30 will ensure that information relating to school meetings, parent programs, and associated activities will be sent to participating children in a form and language that parents can understand. Translators will be made available to all non-English speaking parents.
- IS 30 plans to offer timely information to our parents in regard to attendance and academic performance provided through a school Phone Master system and School web portal which will be purchased during the 2008-2009 school year.

Another strategy that increases parent involvement to provide instructional strategies to parents to connect what is learned in school and ways to reinforce these skills at home. We offer a variety of programs for our families, such as family night, family activity packs, and Saturday family classes to improve parent commitment to school. In addition, we cultivate school/home literacy connections by holding our yearly Scholastic Book fair during parent teacher conferences where students and parents select literature together.

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

Our ELL program is closely tied to our Title I program. In addition to working with the ELL population, our ELL teacher works very closely with other staff members to model strategies, provide support and ideas and work with small groups of struggling learners using effective instructional strategies and interventions. The ELL teachers continuously collaborates with the Literacy coach and Aussie consultant to address teachers meeting the needs of all students. Title I teachers and special education teachers are also integrated into our literacy and math blocks. They provide support and instruction for small groups and guided lessons comprised of struggling learners. When students are targeted for intervention services, our Special education and title I teachers provide the first and second tiers of intervention support. In this way our Title I program is integrated with our Title 3, and Contract for excellence funding. In addition, our guidance counselor and SAPIS worker work closely with our Title I targeted assistance students where our mandated counseling and Title IV money is utilized. Some of the funding to support our one to one

technology program comes from RESO A grants. We have also allocated funding from Title 1 to provide eligible students with updated equipment to assist them in meeting standards.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. *Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.*

¹ School Under Registration Review (SURR)
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APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Beginning the fall of 2006 the administration conducted a formal review of ELA curriculum and instruction. We collected and reviewed all curriculum maps and pacing calendars and related them to NY State standards and NYC Balanced literacy practices. In addition, the administration and instructional team conducted formal and informal observations where we looked at ELA instruction and instructional practices. In addition, the IS 30 instructional team and inquiry team are in the process of conducting action plan research that will compare the instruction delivered to our ELL population. For the 2006-2007 and 2007-2008 school year our ELL students in grades 7 and 8 were in a bridge class. This year our ELL students in grades 7 and 8 are mainstreamed. We will be consistently looking at assessment results and monitoring student progress throughout the year to measure the effectiveness of each program.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

x Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

From our review of the ELA pacing calendars and formal and informal observation and in an analysis of student performance on in class assessments, ACUITY assessments and the NY State ELA exam, we have discovered a need to increase reading instruction in the ELA classes with a focus on reading comprehension skills. In addition, there is a need to focus on reading comprehension skills in other content areas which address the non fiction genre. .

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

A great deal of professional development has focused on all teachers' awareness of the state standards and how they are aligned with the everyday curriculum. Each year, professional development action plans are developed that show progression in terms of meeting the lags in the curriculum. ELA lessons are regularly reviewed to ensure that standards based learning is occurring. Teachers are asked to align lesson

goals and objectives with the alignment of standards and the State Assessments. Lessons and preparation for these assessments are carefully planned to cover all aspects of the curriculum. Using the skills of the literacy coach and Aussie consultant, pacing calendars and curriculum maps are revisited each school year. These maps are considered part of a three year cycle of instruction. All necessary curriculum and standards based work is addressed through appropriate instruction, reading, writing and listening tasks. Needs assessment findings indicate that IS 30 has historically had a strong writing program. Over the past two years there has been a great emphasis upon improving students reading comprehension. Administration visits classrooms daily to oversee the implementation and timing of the curriculum maps. The teachers and coach meet to review the maps and determine their successful implementation. The maps are used in combination with rubrics to foster the expected level of cognitive demand and set clear expectations. In addition, content area teachers are in the process of being trained in incorporating reading comprehension strategies, specifically non fiction and text structure, in their lesson planning and pedagogical strategies. Finally all teachers in the school will receive training in differentiation and addressing the needs of ELLs in the mainstreamed classroom. In addition, modified textbooks have been purchased in ELA, Math, Science and Social Studies to be used as a tool and support in the classroom for the ELLs.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were

aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Each year, the school instructional team and inquiry team conduct a needs assessment of the schools curricula and instructional practices. One area of focus is to address alignment of school pacing calendars and instructional maps to State curricula. The inquiry team has also begun the process this year of analyzing how students perform on citywide ACUITY and state Math exam and isolating areas of weakness and establishing trends within the content and process strands. These trends are communicated to math teachers in grades 6-8 and weaknesses are addressed through differentiated strategies in the classroom.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Trends revealed when evaluating student performance in the areas of measurement and geometry and number sense and operation, students are performing school wide above the 70th percentile. In terms of addressing the content strands, the finding is that the link between the math content strands and our students' difficulty with comprehension skills are directly related. The math department is included in the professional development focusing on reading strategies and higher order questioning strategies in the content areas to include problem solving, reasoning and proof, connections and communication strands. Our goal is to continue to move forward using the impact math pacing calendar and curriculum map in grades 6, 7 and 8 and the Everyday mathematics program in select 6th grade classes.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the

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secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The school inquiry and instructional team has conducted focused learning walks looking specifically at student engagement and instruction, student time on task and flow of lesson using the balanced literacy format to include mini lesson, group work, conferencing and share out time.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Results of learning walks and administrative formal and informal lessons indicate that IS 30 ELA teachers are successfully using a workshop type model for instruction. Generally, the teacher delivers a short skill driven lesson at the beginning of the two period literacy block. Students are then given the opportunity to practice that skill. Activities are varied from accountable talk practices, group work, turn and talks, peer editing and independent work on writing and reading tasks. The teachers monitor small group work and independent activities using this time to conference with students and offer guidance.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The school inquiry and instructional team has conducted focused learning walks using the educational lens of looking at student engagement and instruction looking specifically at student time on task, adherence to pre and post March pacing calendars and effective flow of mathematics lesson using balanced workshop method.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Evidence gathered during learning walks reveals that during a 90 minute block of mathematics instruction, 15% of the time focused completion of do now activities and review of homework, 35% of time included direct instruction as mini lesson by teacher. 35% was either individual student or group practice and 15% of time was dedicated to the share out of student work and teacher assessment of the objective

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

of the lesson. It was also found that the mathematics teachers in the school have incorporated technology into their instructional practices as we are a one to one lap top school. Some examples of how our Math teachers are incorporating technology are blogs, use of online assessments and math web sites and gaming practices.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The administration looks at the BEDS survey on a yearly basis and uses the information documented in this report to assess teacher turnover rate. In addition, we consult CEP documentation and school report cards to assess teacher turnover rate

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

According to the BEDS survey dated back to 2005 and data revealed from the CEP, the percentage of teachers teaching more than 2 years in our school decreased from 100% in 2005 to 86% in 2007 and 2008 and teachers in the building teaching more that 5 years anywhere decreased from 85% in 2006 to 45% in 2007 and 2008. We feel this down trend is due to the limitations in the size of our school both in population and structure, the amount of teachers who transferred from our school who held common branch licenses and due to the change in administration in 2006. With additional support provided, we plan on seeing an increase in the above data over the next two years.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Strategies that will be implemented during the 2008-2009 school year to increase the percentage of highly qualified teachers and decrease the teacher turnover rate are as follows: Teachers will be assigned to teach in their area of certification, New teachers will be supported through our school mentoring program 2 times per week, the administration will assist uncertified teachers in gaining proper certification through one on one counseling sessions and use of title 1 funding, if applicable, to become highly qualified and teachers will be encouraged to

attend professional development workshops throughout the school year that address individual areas of need and understanding middle school students.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

In a review of budgetary funding and interviews with teachers it appears that the school staff struggles with finding professional development that deals with effective ways to reach ELL students in their classrooms. Very few teachers have attended professional development workshops that specifically address the needs of English Language learners. A large majority of the staff, however, did say that they frequently meet with the ELL teacher to discuss individual children and ways to better meet their needs in the classroom.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The fact that teachers are having difficulty differentiating instruction to meet the needs of ELL students as evidenced by focused walk throughs and individual meetings between administration and teachers where teachers indicate need for training in addressing ELL students in their classrooms.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

More teachers will attend professional development sessions offered through the school's LSO and through the Office of English Language Learners. In addition, the school will utilize the knowledge and training of our ELL teacher to turnkey effective strategies to meet the needs of our ELL population. The school would like support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The Inquiry Team looked carefully at our ELL data not only performance on the NYSESLAT, but the ELA and other content area assessments. We also review progress on the ELL Acuity tests. The inquiry team has also formed a sub set of the original team which includes the Assistant Principal, literacy coach, ELS teacher and other teachers. This subgroup focuses on looking specifically at ELL data, developing readable reports and training all teachers in analyzing results. In addition, our ELL teacher consistently meets with staff members to discuss the individual needs of students bases on available data.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We noted specific trends with our students and addressed them with our after-school classes, extended day programs and even specific class compositions. Specialized groups for instruction were formed for Hispanic males in mathematics and an all female Arabic group for English instruction. We also analyzed attendance patterns and met with families to emphasize the importance of regular attendance.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

DRAFT – MAY 12, 2008

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The 2008-2009 school year is the first year that IS 30 will be housing special education classes beyond SETTS. This year we have a Collaborative Team Teaching class in the sixth grade and plan on continuing to receive CTT classes every year. With this in mind the principal has developed a year long professional development action plan with support of the Special Education Network Support Specialist from ICI, the schools Learning Support Organization, that addresses building a collaborative relationship and meeting the needs of students with disabilities. In addition, in the Pupil Personnel team has assessed through surveys, teacher knowledge in reading and understanding IEPs and have found that all teachers need to be trained in this area.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Evidence that supports the relevance of this finding is due to the fact that historically, IS 30 has not had Special Education classes. In addition we had very few SETTS students, less than 10 students within the entire building. Very few of the teachers in our building have experience teaching CTT classes and meeting the goals and objectives as indicated on students IEPs.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Because this is the first year our staff is working with Collaborative team teaching classes, professional development is necessary in order to successfully address the needs of the teachers and students in these classes. This year 6th grade special and general education teachers are receiving monthly professional development from the Special Education Network Specialist of the school Learning Support Organization. In addition we intend to utilize the professional development opportunities offered through central to support teacher understanding and development of meeting the needs of students with disabilities: topics include but are not limited to: How to read an IEP, how to turn IEP goals

into effective lessons, how to address testing modifications, how to assess and write IEP goals, the general education teacher's role in IEP conferences, and effective team teaching strategies. Professional development will continue each year until the entire staff is trained. In addition, the PPC team will be trained throughout the year in the policies indicated in the new SOPM from the Office of Special Education released in November. In addition, the SETTS teacher will increase her push in periods and collaboration time with teachers to familiarize them with reading and implementing IEP goals in the classroom and differentiation of instruction to meet the needs of students with special needs.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

IS 30 has a Pupil Personnel Committee that addresses student compliance, referrals, intervention recommendations and review of student progress and performance. The team meets on a bi-weekly basis. The team meets with the lens of looking at all student IEPs to assess alignment with classroom environment and grade level standards and curricula. Teacher input is encouraged at all meetings and teachers attend PPC meeting to discuss concerns of individual students and IEP goals. In addition, student observations will be conducted by the administration and inquiry team members to evaluate classroom needs of students with IEPs. As part of the review process, behavioral issues and plans will be reviewed on a case by case basis and the development of BIPs will be part of the initial and review process with input from the team and family.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Findings of PPC team review of student IEPs, findings of classroom visits and student observations, assessment of intervention cycles, and teacher responses reveal a need for professional development in reading and evaluating IEPs for all teachers and interpreting goals to put into instructional practice and differentiation in the classroom. In addition, the team does see a need to review goals, objectives and

promotional criteria and compare goals to classroom assessments and standardized test data. Finally, the team sees a need to write behavioral intervention plans when necessary as they are not included in the student's current IEPs.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The PPC team will continue to meet on a bi-weekly basis to discuss the progress of all students with IEPs. In addition, the principal will schedule professional development for the PPC team addressing the development of effective and meaningful goals and objectives for students with IEPs and the guidelines indicated in the new SOPM. The school will continue to adhere to the State policy of distributing IEPs to teachers and reviewing goals, objectives and test modifications for each child they teach. Teachers will then be provided with professional development regarding how to understand IEP goals, how to help students achieve goals in the classroom and ways to differentiate instruction to help students meet promotional standards. In addition, teachers will receive training on understanding behavioral modification plans and the PPC team will work with parents of students in need of BIPs to develop effective plans to meet the need of each individual child.

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts for Excellence spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Contracts for Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated funds, as per SED requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jun 23, 2008**

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

School DBN	20k030
School Name	Mary White Ovington
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 44,832
Principal Name	Danielle Maringo
Principal Email	ddimang@schools.nyc.gov
Principal Phone	7184915684

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No

How much do you plan to allocate for this program?

Model Programs for ELLs

\$ 44,832

Please describe the program.

Our literacy in the content area program will be expanded this year. Our ELL teacher will collaborate with the content area teachers in terms of planning differentiated strategies which will aid children in processing content but also to develop language and literacy. Direct and indirect strategies for teaching academic language, reading processes, skill acquisition lessons, study guides and levels of questioning will be analyzed and utilized as they apply to the different content material for English Language Learners. In addition the ESL teacher will push in to a variety of content area classrooms and work in small group settings with our English Language Learners to address goals and areas of need of each targeted child. The needs of individual English language learners will be determined through formative assessments administered to each child measuring phonological processing, letter knowledge, vocabulary and text reading. Student goals and objectives will be set using information revealed from the data. The ELL teacher will then work with the students in the

classroom to deliver focused intensive small group interventions to address identified needs. In addition, the ELL teacher will provide professional development for the mainstreamed teachers that will address: cultural needs of our LEP/ELLs and how they may affect academic learning, differentiated instructional strategies that meet the needs of our ELLs, using technology to enhance instruction in the ELL classroom and addressing the content area needs of English language learners

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

The ELL teacher will expand the work she does with content area teachers and push into more classes addressing each core content area in the schedule.
