



**MARY WHITE OVINGTON
IS 30**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 20K0320

ADDRESS: 415 OVINGTON AVENUE BROOKLYN, NY 11209

TELEPHONE: (718) 491-5684

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 20k030 **SCHOOL NAME:** Mary White Ovington Middle School

SCHOOL ADDRESS: 415 Ovington Avenue Brooklyn, New York 11209

SCHOOL TELEPHONE: (718) 491-5684 **FAX:** (718) 491-0071

SCHOOL CONTACT PERSON: Danielle Maringo **EMAIL ADDRESS:** ddimang@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Joshua Houston

PRINCIPAL: Danielle Maringo

UFT CHAPTER LEADER: Adrian Lyss

PARENTS' ASSOCIATION PRESIDENT: Mary Dinerman

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 20 **SSO NAME:** Integrated Curriculum and Instruction

SSO NETWORK LEADER: Dr. Laura Feijoo

SUPERINTENDENT: Karina Costantino

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

| Name | Position and Constituent Group Represented | Signature |
|---|--|-----------|
| Danielle Maringo | *Principal or Designee | |
| Adrian Lyss- Chapter leader Joshua Houston- designee | *UFT Chapter Chairperson or Designee | |
| Mary Dinerman | *PA/PTA President or Designated Co-President | |
| | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| Anna Ferro | DC 37 Representative, if applicable | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Jessica Winder | Member/Teacher | |
| Liza Schneider | Member/Teacher | |
| Elda Nogueras | Member/Teacher | |
| Jasmine Ara | Member/Parent | |
| Doreen DeMaria | Member/Parent | |
| Roland Roberts | Member/Parent | |
| | Member/ | |

Signatures of the members 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.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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 100% are 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 and music. We also have formed a variety of collaborative relationships with outside arts organizations such as Young Dancers in Repertory and Symphony Space. 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, chess, student government, Kiwanis, Roadrunners (track), baseball, 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 in 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 and LED sign 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 and Parent involvement sub committee 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) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | | |
|---------------------------|-----------------------------|-------------|---------|--|--------------|---------|----------|
| School Name: | I.S. 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> | 2007-08 | 2008-09 | 2009-10 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 0 | 0 | 0 | | 94.7 | 95.2 | TBD |
| Kindergarten | 0 | 0 | 0 | Student Stability - % of Enrollment: | | | |
| Grade 1 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 2 | 0 | 0 | 0 | | 94.1 | 95.1 | TBD |
| Grade 3 | 0 | 0 | 0 | Poverty Rate - % of Enrollment: | | | |
| Grade 4 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 5 | 0 | 0 | 0 | | 55.9 | 62.5 | TBD |
| Grade 6 | 104 | 116 | 114 | Students in Temporary Housing - Total Number: | | | |
| Grade 7 | 98 | 109 | 112 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 8 | 134 | 95 | 120 | | 1 | 1 | TBD |
| Grade 9 | 0 | 0 | 0 | Recent Immigrants - Total Number: | | | |
| Grade 10 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 11 | 0 | 0 | 0 | | 8 | 9 | 9 |
| Grade 12 | 0 | 0 | 0 | Special Education Enrollment: | | | |
| Ungraded | 0 | 0 | 0 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| Total | 336 | 320 | 346 | | | | |
| | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
| | | | | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | | | Principal Suspensions | 90 | 87 | TBD |
| | | | | Superintendent Suspensions | 5 | 7 | TBD |
| | | | | Special High School Programs - Total Number: | | | |
| | | | | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | | | CTE Program Participants | 0 | 0 | 0 |
| | | | | Early College HS Program Participants | 0 | 0 | 0 |
| | | | | English Language Learners (ELL) Enrollment: | | | |
| | | | | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | | | # in Transitional Bilingual Classes | 0 | 0 | 0 |
| | | | | Number of Staff - Includes all full-time staff: | | | |
| | | | | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | | | # in Dual Lang. Programs | 0 | 0 | 0 |
| | | | | Number of Teachers | 22 | 22 | TBD |
| | | | | # receiving ESL services only | 30 | 32 | 37 |

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | |
|---|---|---------|---------|---|---------------|---------|---------|
| # ELLs with IEPs | 0 | 2 | 6 | Number of Administrators and Other Professionals | 7 | 7 | TBD |
| These students are included in the General and Special Education enrollment information above. | | | | Number of Educational Paraprofessionals | 0 | 1 | TBD |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | |
| | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | 0 | 0 | TBD | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | TBD |
| | | | | % more than 2 years teaching in this school | 63.6 | 86.4 | TBD |
| | | | | % more than 5 years teaching anywhere | 63.6 | 63.6 | TBD |
| Ethnicity and Gender - % of Enrollment: | | | | % Masters Degree or higher | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % core classes taught by "highly qualified" teachers (NCLB/SED) | 77.0 | 77.0 | TBD |
| American Indian or Alaska Native | 0.3 | 0.3 | 0.0 | | 100.0 | 100.0 | TBD |
| Black or African American | 2.4 | 2.2 | 4.0 | | | | |
| Hispanic or Latino | 19.9 | 24.7 | 25.7 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 19.9 | 20.3 | 19.9 | | | | |
| White | | | 0.0 | | | | |
| Male | 47.6 | 47.5 | 46.5 | | | | |
| Female | 52.4 | 52.5 | 53.5 | | | | |
| 2009-10 TITLE I STATUS | | | | | | | |
| √ | Title I Schoolwide Program (SWP) | | | | | | |
| | Title I Targeted Assistance | | | | | | |
| | Non-Title I | | | | | | |
| Years the School Received Title I Part A Funding: | 2006-07 | 2007-08 | 2008-09 | 2009-10 | | | |
| | N | N | √ | √ | | | |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
| SURR School (Yes/No) | If yes, area(s) of SURR identification: | | | | | | |
| Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance: | | | | | | | |
| | Phase | | | Category | | | |
| | In Good Standing (IGS) | √ | Basic | Focused | Comprehensive | | |
| | Improvement Year 1 | | | | | | |
| | Improvement Year 2 | | | | | | |
| | Corrective Action (CA) – Year 1 | | | | | | |
| | Corrective Action (CA) – Year 2 | | | | | | |
| | Restructuring Year 1 | | | | | | |
| | Restructuring Year 2 | | | | | | |
| | Restructuring Advanced | | | | | | |

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | |
|--|---|------------------------|--|
| Individual Subject/Area AYP Outcomes: | | | |
| Elementary/Middle Level | | Secondary Level | |
| ELA: | √ | ELA: | |
| Math: | √ | Math: | |
| Science: | √ | Graduation Rate: | |

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2008-09 | | Quality Review Results – 2008-09 | |
|---|------|--|----|
| Overall Letter Grade: | A | Overall Evaluation: | NR |
| Overall Score: | 88.1 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | |
| School Environment: | 11 | Quality Statement 2: Plan and Set Goals | |
| <i>(Comprises 15% of the Overall Score)</i> | | Quality Statement 3: Align Instructional Strategy to Goals | |
| School Performance: | 24.3 | Quality Statement 4: Align Capacity Building to Goals | |
| <i>(Comprises 25% of the Overall Score)</i> | | Quality Statement 5: Monitor and Revise | |
| Student Progress: | 49 | | |
| <i>(Comprises 60% of the Overall Score)</i> | | | |
| Additional Credit: | 3.8 | | |

KEY: AYP STATUS

√ = Made AYP
 √^{SH} = Made AYP Using Safe Harbor Target
 X = Did Not Make AYP
 - = Insufficient Number of Students to Determine AYP Status

KEY: QUALITY REVIEW SCORE

Δ = Underdeveloped
 ► = Underdeveloped with Proficient Features
 √ = Proficient
 W = Well Developed
 ◊ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review 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 implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

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

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 school wide 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 and we have maintained our A and increased our overall score from a 72.8 in 2007-2008 to an 88.1 for the 2008-2009 school year. 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 the number of students making one year of progress in both ELA and Math. Our data reveals that although our ELA performance scores increased from 64% to 80.6% of students scoring levels three and four, when analyzing proficiency data, reveals that 58% of levels 3 and 4 did not make a year of progress and decreased in scale score. The eighth grade demonstrated the least number of students making progress in levels 3 and 4 as only 47% of students within this range made a year of progress. Overall our students in the bottom third demonstrated significant gains as 92% of our sixth grade, 94% in the seventh grade and 77% in the eighth grade made progress in ELA. 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. The same trends were determined in terms of our 2008-2009 Math results. Although our students increased in performance from 82.8% to 94%, only 70.6% of our students in grades 6-8 made progress. Similar to our ELA results for the 2008-2009 school year, our 8th grade students demonstrated the lowest number of students making progress where only 45.7% of

our students increased in progress. These results are significantly lower than progress demonstrated in the other grades as 83.3% of 6th graders and 83.4% of 7th graders demonstrated an increase in scale score on the 2008-2009 exam.

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 and vocabulary. Beginning in the spring of 2008, 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 2009 ELA showed significant gains and aggregate performance of students receiving levels three and above grew from 64% to 81%. In the sixth grade, 63% of students made progress, in the seventh grade, 78 % of students tested increased their scale score and in the eighth grade, of the students tested, 56.8% increased their scale score. Information revealed through this data has guided the inquiry team to target current eighth grade students in ELA for the 2009-2010 school year. The school has also been programmed to reduce class size in ELA on the 8th grade to reduce the teacher/student ratio and to allow our students to have more time on task to address specific areas of weakness through differentiated instruction and individual goal setting. 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, ELLs scoring at levels 3 and 4 is at 27% up from 7% last year. 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 2008-2009 school year revealed that we had closed this achievement gap significantly. 2008-2009 ELA results indicate that our Hispanic population scored only 2% 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. For the 2009-2010 school year we intend to also include content area vocabulary instructional practices as part of our school wide goals to increase student performance in all content areas. 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 are addressed during our extended day programs. This year, as we have become a School wide Title 1 program, we also intend to offer more targeted academic after school programs as well. In addition, professional development will continue to be 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 was the first year we had a sixth grade Collaborative Team Teaching Class. For the 2009-2010 school year we will have collaborative team teaching classed in grades six and seven. Our special education students will be targeted by the inquiry team to monitor progress and to offer support to all content area teachers. In addition, professional development will provided to all 6th and 7th 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 to receive professional development focused around differentiation 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 2007-2008 and 2008-2009 school year. Results for the 2008-2009 school year indicate that 94% of all of our students in grade 6-8 scored level three or higher up from 83% in 2007-2008. We have also closed the achievement gap for our Hispanic population in Math. In 2006-2007 our Hispanic students scored 14% lower in levels three and four. In 2007-2008 state math exam indicate that our Hispanic students scored 7% lower in levels three and four. For the 2008-2009 school year our Hispanic population scored 1% lower in levels 3 and 4. 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, classes have been programmed in the 8th grade to reduce class sizes in Math to reduce the teacher/student ratio and to allow our students to have more time on task to address specific areas of weakness through differentiated instruction and individual goal setting. 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. Additionally, we have shown improvement in our ELLs scoring at levels 3 and 4. Data reveals that in 2007-2008 there was a decrease of our ELL population scoring level 3 by 9 percent. For the 2008-2009 school year, our ELL population increased in scoring levels 3 and 4 by 54%, from 15% to 69%. Our goal for our ELL population is to continue to support these students so they can continue to be successful and demonstrate consistent gains.

An area of focus during the 2009-2010 school year is that our students in grades 6-8, including students in all subgroups, students with disabilities and English Language Learners will demonstrate increased knowledge of Intermediate level Science concepts, skills and curriculum included in the NY City K-8 Science Scope and Sequence and the NY State Intermediate Level Science Standards and Core Curriculum as measured by quarterly Science assessment exams, informal teacher observation, individual student goal setting and results from the 2010 State Science Assessment exam. Data over the past two years indicates that students scoring at levels 3 and 4 on the eighth grade science exam as decreased significantly. Although we continuously make AYP in this subject, data indicates a decrease in the performance index over a period of 2 years. In 2007-2008, our performance index for all students was 169. For the 2008-2009 school year, our performance index fell to 148. When you drill down and look more closely at our Science data, there are some negative trends that need to be addressed. In 2007-2008, 71% of 8th grade students scored at level 3 and 4 on the State science exam, in 2008-2009, 53.4% of our 8th graders scored at levels 3 and 4. In addition our students scoring level 1 on this exam increased from 3% to 10%. For the 2009-2010 school year, a strategic action plan has been put into place to address our concerns in terms of student progress in Science. Curriculum maps and pacing calendars will be revisited and revised. Additionally, professional development will focus on teaching the mandated NYC spiraling curriculum, intervention strategies, differentiated instruction and goal setting to individualize student support in all grades. Teachers will also be trained in content area reading strategies to address comprehension and vocabulary skills to bridge the gap in terms of understanding and analyzing non-fiction text in Science. Students who are identified as being “At

risk” in Science will be scheduled for our extended day and offered after school programs to improve Science skills. All students in grades 6-8 will complete a Science exit project using the NY City Science Exit Project rubric and format. Students will be asked to reflect weekly on their science goals and Science teachers will monitor student assessment and plan for differentiated lessons. The administration will monitor and regularly assess Science pacing calendar and alignment with classroom instruction through formal and informal observations and review of lesson plans and will provide appropriate professional and instructional resources for all Science teachers. Finally, a lead Science teacher will be selected to roll out the Science action plan and support the Science teachers throughout the school year. The administration, lead science teacher and Science teachers will design and monitor appropriate communication venues to inform parents of the goals, objectives and outcomes of the school’s Science goals and their child’s progress towards meeting this goal in particular.

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 2008-2009 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. 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 they way they plan instruction and set objectives for their students. Our work had led to another goal for the 2009-2010 school year. This year the inquiry team and instructional 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.

Using our data and goal setting strategies our focus is to continue to build on using data effectively and to also expand use to data to include how to use data effectively in lesson planning and differentiation of instruction. This will be implemented through professional development and the expansion of

inquiry teams to include action research conducted by teachers in grade and content specific inquiry teams.

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 13 classrooms and 12 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 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. During the 2009-2010 school year, students in grades 6-8, including students in all subgroups, students with disabilities and English Language Learners will demonstrate increased knowledge of Intermediate level Science concepts, skills and curriculum included in the NY City K-8 Science Scope and Sequence and the NY State Intermediate Level Science Standards and Core Curriculum as measured by quarterly Science assessment exams, informal teacher observation, individual student goal setting and results from the 2010 State Science Assessment exam. To increase the percentage of students who score at levels 3 and 4 on the NY State Science Exam including students in all subgroups, students with disabilities and English Language Learners by 2%, from 43% to 45%. (An increase of 10 students from to 2008-2009 school year) In addition, to increase the test performance index on the NY State School Report Card in Science by 5 points in each student category and subgroup.
2. To improve student progress and performance in all content areas through the use of goal setting strategies and rituals and routines in all classrooms. To integrate goal setting practices with mandated curricula and standards to improve pedagogical competence through use of effective differentiation of instruction in the classroom. 100% of teachers in all content areas will engage in professional development around effective academic goal setting and differentiation of instruction. 70% of teachers will demonstrate goal setting rituals and routines in their classrooms and evidence of differentiated instruction in observed lessons and walkthroughs. 80% of classrooms will reflect resources to support academic goal setting and differentiated learning.
3. During the 2009-2010 school year, students in grades 6-8, including students in all subgroups, students with disabilities and English Language Learners will demonstrate increased knowledge of vocabulary skills and reading strategies to help improve reading comprehension in all content areas as measured by ACUITY assessment exams and formal/ informal teacher observations, student portfolios and classroom walkthroughs. 75% of all teacher classrooms will demonstrate effective use of content area vocabulary skills to improve student progress and performance in all content areas.
4. To improve parent knowledge of school wide instructional plans and practices and academic expectations for all families including students in all subgroups and students with disabilities and English Language Learners by establishing more effective communication and more opportunities for collaboration between the staff and parents. Parents will demonstrate an understanding of academic school goals and initiative and learn effective ways to support the curriculum and the academic goals set by their children. By June 2010, parent involvement in organized school and family events will increase by 2% as measured by attendance logs. There will be an increase in parent responses in the areas of communication, engagement and academic expectation as evidenced in school based surveys that address these issues.
5. To increase the number of teachers participating in the inquiry process to meet the academic needs of the students they teach. 100% of teachers will engage in professional development around the inquiry

process and how it can improve student outcomes. 90% of teachers will engage in the inquiry process on both grade and department level and demonstrate an understanding on how this can effectively improve student outcomes

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| | <ul style="list-style-type: none"> • All science teachers will utilize instructional materials effectively and increase hands on learning activities in all Science classes.. • All Science teachers will implement the school wide focus of effective content area vocabulary instruction and use content area vocabulary skills to improve student understanding of Science skills and concepts. • Per diem and per session planning time will be scheduled to allow for Science teachers build capacity in the development of a unified vision for effective Science teaching and learning . • Teachers, with the support of the administration, will increase opportunities for students to relate Science to real life experiences through increased field trips, speakers and local partnerships. • Students identified to be at risk in Science will be scheduled for extended day, Science intervention periods and invited to participate in Science after school program to improve their understanding of the Science curriculum • Students in grades 6-8 will further enhance their Science skills by being required to complete a science exit project using the NY City Science Exit Project rubric and format. • Students will be asked to reflect weekly on their science goals. Science teachers will monitor student assessment and plan for differentiated lessons. • Administration will monitor and regularly assess Science pacing calendar and alignment with classroom instruction through formal and informal observations and review of lesson plans. • Administration will provide appropriate professional and instructional resources for all Science teachers. <p>The administration, lead science teacher and Science teachers will design and monitor appropriate communication venues to inform parents of the goals, objectives and outcomes of the school's Science goals and their child's progress towards meeting this goal in particular.</p> |
| <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"> • Schedule \$2,000 from title 1 funds for per diem to allow for common planning and teachers to attend professional development 13 days at \$150 per day. • Schedule \$2,000 from children first funding for teachers to attend professional development workshops. • Schedule \$1,700 from Title 1 funds for after school Science intervention program. 34 hours X \$50 per hour • Schedule \$14,299 20% of teacher salary for 5 period compensatory time lead teacher position. |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Lead Teacher schedule (weekly), meeting agendas (Monthly)and curriculum maps • Teacher lesson plans demonstrating alignment to instructional improvement plan and NY City Scope and Sequence and NY State Standards. (Monthly) • Evidence of effective use of professional development strategies in the classroom during formal and informal observations and learning walks. (Weekly) • Review of student progress on Science related assessments- bi-weekly • Review of student goal sheets, reflection forms and portfolios-monthly • Charting of teacher growth during informal discussions during monthly department meetings. |

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| | <ul style="list-style-type: none"> • Evidence of a 2% increase in student performance in the NY state Science assessment exam. (Yearly) • Evidence of a 5 point increase in all subgroups on the NY State School Report card in Science for the 2009-2010 school year. (Yearly) |
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All content areas including, Physical Education, Foreign Language and the Arts.

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| Subject/Area (where relevant): | |
| Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i> | <p>To improve student progress and performance in all content areas through the use of goal setting strategies and rituals and routines in all classrooms. To integrate goal setting practices with mandated curricula and standards to improve pedagogical competence through use of effective differentiation of instruction in the classroom. 100% of teachers in all content areas will engage in professional development around effective academic goal setting and differentiation of instruction. 70% of teachers will demonstrate goal setting rituals and routines in their classrooms and evidence of differentiated instruction in observed lessons and walkthroughs. 80% of classrooms will reflect resources to support academic goal setting and differentiated learning</p> |
| Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i> | <ul style="list-style-type: none"> • Administration will develop school wide plan on the development, monitoring and reporting of personal learning goals and effective use of differentiation of instruction. . • Teachers will receive professional development and use strategies from school wide goal setting plan and those discussed in The Art and Science of Teaching: <u>A Comprehensive Framework for Effective Instruction</u> by Robert J. Marzano • Administration will incorporate goal setting practices and school wide expectations in discussions with teachers during department meetings, pre and post observation discussion and formal observation expectations. • All teachers will receive professional development by administration, Learning Support Organization and Central in the effective use of information generated by periodic assessments and data sources to differentiate instruction and to develop lesson plans in order to set effective learning goals. • Inquiry team and instructional team will meet bi-monthly to monitor goal setting progress for staff and students. • Inquiry team will target, through use of data, students in need of intervention or enrichment programs and set effective personal learning goals for those students to achieve one year of |

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| | <p>progress.</p> <ul style="list-style-type: none"> • Targeted students will be monitored weekly by inquiry team and classroom teachers. • Instructional team will conduct monthly learning walks with the lens of looking for evidence of effective goal setting ritual and routines in the classroom. • Students in each content area will receive instruction from classroom teachers and have evidence of learning goal development and monitoring in each class. • Parent workshops will be held addressing school wide academic goal setting and ways to support student 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> | <ul style="list-style-type: none"> • Schedule \$ 1,000 per diem for common planning time and the expansion of inquiry team work. 22 hours at \$45 title I coverage rate. • Schedule \$ 1,000 per session for after school common planning time for teachers to meet with inquiry team. 23 hours X \$45. • Schedule \$ 1,000 for purchase of professional development materials and professional books related to effective teaching and goal setting. • Schedule \$2, 636 of children first inquiry team funding for principal per session for weekly meetings with core inquiry team. 52 hours X \$45.00 per session rate • Schedule \$ 4,610 of children first inquiry team money for core inquiry team to meet to develop and implement action plan to expand inquiry work based on action research focused on goal setting and differentiation of instruction. 102 hours X \$45.00 per session rate |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Evidence of goal setting rituals and routines in classrooms and Evidence of effective use of professional development strategies in the classroom during formal and informal observations and learning walks. (Monthly) • Evidence of students developed content related learning goals and action plans and evidence of teacher monitoring and reporting of learning goals in student notebooks, work folders and portfolios. (Quarterly) • Evidence of targeted students related goal and progress through inquiry team agendas and student records (weekly) • Evidence of administrative record keeping and tracking of goal setting strategies within teacher lessons and observations. (Monthly) • Evidence of differentiated instruction in the classroom using assessment data and individual personal learning goals for effective grouping and guided instruction. (Monthly) • Increase in student performance on interim assessments such as Acuity and teacher generated assessments based on skills addressed in class/student goals. (Quarterly) • Professional Development agendas and attendance sheets. (Quarterly) |

Subject/Area (where relevant): All subject areas including, Physical Education, Foreign Language and the Arts.

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>During the 2009-2010 school year, students in grades 6-8, including students in all subgroups, students with disabilities and English Language Learners will demonstrate increased knowledge of vocabulary skills and reading strategies to help improve reading comprehension in all content areas as measured by ACUITY assessment exams and formal/ informal teacher observations, student portfolios and classroom walkthroughs. 75% of all teacher classrooms will demonstrate effective use of content area vocabulary skills to improve student progress and performance in all content areas.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ul style="list-style-type: none"> • Per diem and per session money will be set aside to organize content/grade level teams to plan systemic vocabulary instruction including vocabulary objectives for instructional units in each content area. • School inquiry team will articulate vocabulary as the targeted skill for the 2009-2010 school year and targeted students based on weaknesses in this area. • School inquiry team with work with administration and instructional team to establish an instructional model to roll out effective vocabulary instruction in all content areas. • School inquiry team will work with select teachers in the building to expand the work of inquiry with a focus on targeting students to improve vocabulary skills. • Teachers will receive professional development and use strategies from school wide academic vocabulary plan and those discussed in <u>Bringing Words to Life</u> by Isabel L. Beck • Administration will incorporate building academic vocabulary in all content areas and school wide expectations in discussions with teachers during department meetings, pre and post observation discussion and formal observation expectations. • Class sizes in 8th grade ELA will be reduced to provide more time on task for students to improve comprehension and vocabulary strategies. • Academic after school programs will be posted that focus on content area vocabulary. Intervention Programs such as REWARDS and REWARDS PLUS: Science and Social Studies will be offered to meet the vocabulary |

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| | <p>needs of students.</p> <ul style="list-style-type: none"> • Administration will provide appropriate professional and instructional resources for all teachers to enhance the roll out and assessment of teaching content area vocabulary. • Teachers will create content area lists and use appropriate strategies for direct vocabulary instruction. • Teachers will utilize a common assessment rubric for student progress in academic vocabulary skills. • Teachers will utilize foldables, word walls, and specific vocabulary strategies that include but are not limited to the following: graphic organizers, analogies and metaphors and concept maps • Students in each content area will receive instruction from classroom teachers and have evidence of vocabulary instruction and monitoring in each class. • The administration, inquiry team and teachers will design and monitor appropriate communication venues to inform parents of the goals, objectives and outcomes of the school's content area vocabulary goals, ways to support this initiative at home and ways to assess their child's progress towards meeting this goal. |
| <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"> • \$2, 000 for DOE and outside professional development based on Vocabulary instruction. • \$1, 500 for per session and per diem inquiry work and common planning time for teachers. 17 hours X \$42 per diem coverage rate 16 hours X \$45 per session coverage rate • \$71,483 for an additional teacher to reduce class size in ELA in the 8th grade. • \$ 1000 to purchase professional resource books for teacher to use during common planning time and inquiry work focused around vocabulary instruction. • \$14, 299 20% of teacher salary of literacy coach to work with teachers on vocabulary instruction in the content areas. • Schedule \$2, 636 of children first inquiry team funding for principal per session for weekly meetings with core inquiry team. 52 hours X \$45.00 per session rate • Schedule \$ 4,610 of children first inquiry team money for core inquiry team to meet to develop and implement action plan to |

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| | expand inquiry work based on action research focused on vocabulary instruction. 102 hours X \$45.00 per session rate |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Evidence of large numbers of content related core and extended vocabulary words being taught in all subject areas during formal and information observations and learning walks. • Evidence of a vocabulary print rich environment in all classrooms • Evidence of use of common vocabulary rubrics and worksheets. • Evidence of vocabulary goals being set in all content areas in student notebooks, work folders and portfolios. • Increase in student performance and progress in vocabulary and reading comprehension on interim assessments such as ACUITY, Scantron performance series and teacher generated assessments. Students' results will be monitored bi-weekly by the inquiry team and teachers. • An increase the percentage of students who score at levels 3 and 4 on the NY State Science Exam by 2%, from 43% to 45%. (An increase of 10 students from to 2008-2009 school year) and to increase student performance on the NY State ELA by 1.5% from 66.9% to 68.4% at the end of the 2010 school year.. |

Subject/Area (where relevant): Parental Involvement

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>Improve parent knowledge of school wide instructional plans and practices and academic expectations for all families including students in all subgroups and students with disabilities and English Language Learners by establishing more effective communication and more opportunities for collaboration between the staff and parents. Parents will demonstrate an understanding of academic school goals and initiative and learn effective ways to support the curriculum and the academic goals set by their children. By June 2010, parent involvement in organized school and family events will increase by 2% as measured by attendance logs. There will be an increase in parent responses in the areas of communication, engagement and academic expectation as evidenced in school based surveys that address these issues.</p> |
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| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ul style="list-style-type: none"> • IS 30 will hold an annual meeting (generally at the very beginning of the school year) to review current programs, distribute and discuss curriculum maps and pacing calendars for each content areas and to discuss the two school wide initiatives this year, content area learning goals and increased content vocabulary instruction, and the role they can play at home to allow for students to work towards these initiatives. • Parents will be invited to participate in academic committees such as instructional team and school wide initiative planning team for their input as to setting effective parent involvement component in school wide programs. • The school will increase parental notification as to the successes and progress of their children. • Title I parent involvement committee will meet monthly to focus on increasing parent involvement and ways the school can meet academic expectations of parents. • Parents and families will be invited to participate in monthly Saturday curriculum workshops that address working together to increase engagement to promote student learning • Parents will have increased opportunities to visit classrooms. • Parents will receive quarterly student progress reports and information on their child’s personal learning goals throughout the school year. • Parents who speak languages other than English will be provided with school information in their own language and translators will be provided for parent functions during the evening for large group and during school hours for individual parent meetings. • Parent coordinator will plan and organize monthly workshops for parents to visit the school and stress their concerns. • Per session and per diem funding will be set aside to encourage teachers to spend more time meeting with families after school hours. • Monthly family sessions will be scheduled on Saturdays for students and their families to come to school to engage in family activities based on school curricula. |
| <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"> • Schedule \$2, 430 Title 1 funds for Parent involvement under school wide programs • Schedule \$ 1,049 Title 1 ARRA monies for parent involvement • Schedule \$1,800 for teacher per session for Saturday family program. • Schedule \$1,230 for supervisor per session to plan and implement Saturday family program. |

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Agendas from monthly parent workshops.
- Parent sign in sheets from all school sponsored events
- Monthly parent newsletters
- Copies of parent/student surveys (quarterly)
- Copies of goal setting work with parent involvement component completed at home and entered into student portfolio, work folder or student notebook (quarterly)
- Parent coordinator's communication log. (monthly)
- Increase in parent responses by in the areas of communication, engagement and academic expectations as evidenced by school based surveys.

Subject/Area (where relevant): All Content Areas.

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>To increase the number of teachers participating in the inquiry process to meet the academic needs of the students they teach. 100% of teachers will engage in professional development around the inquiry process and how it can improve student outcomes. 90% of teachers will engage in the inquiry process on both grade and department level and demonstrate an understanding on how this can effectively improve student outcomes</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"> • Core inquiry team will develop a professional development plan that will address inquiry process at IS 30. • Per diem and per session money will be set aside to organize content/grade level teams to engage in the inquiry process. • School inquiry team will work with administration and instructional team to establish an inquiry and action research model and provide professional development to staff about the inquiry process in both grade level and content area. • All tenured teachers will be offered the opportunity to engage in the inquiry process as part of their alternative to observation review • Administration will incorporate effective use of inquiry process and action research in all content areas and school wide expectations in discussions with teachers during grade/department meetings, pre and post observation discussion and formal observation expectations. • Administration will provide appropriate professional and instructional resources for all teachers to enhance the roll out and assessment of inquiry teams in our building. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p> | <ul style="list-style-type: none"> • \$1, 500 for per session and per diem inquiry work and common planning time for teachers • Schedule \$2, 636 of children first inquiry team funding for principal per session for weekly meetings with core inquiry team. • Schedule \$ 4,610 of children first inquiry team money for core inquiry team to meet to develop and implement action plan to expand inquiry work based on action research focused on vocabulary instruction. |

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Professional development agendas (quarterly)
- Inquiry team meeting dates and agendas (Weekly)
- Evidence of administrative record keeping of grade team/department progress of the inquiry process. (Yearly)
- Department/Grade meeting agendas (monthly)
- Teacher observations (monthly)

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – 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 |
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | 32 | 30 | 8 | 8 | 15 | 0 | 0 | 0 |
| 7 | 47 | 26 | 16 | 5 | 18 | 0 | 0 | 0 |
| 8 | 59 | 38 | 20 | 20 | 36 | 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

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
|--|--|
| ELA: | <p>The AIS services offered to our students will include the following programs: REWARDS, REWARDS PLUS, REWARDS Writing, and a variety of gaming intervention programs. 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 as part of the ELA class for those students identified as needing the intervention. The online gaming intervention programs will be programmed in the sixth grade for three classes two days a week for two forty two minute sessions. 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, our data reveals a need to address skill based weaknesses in ELA in the eighth grade. Using Title I funding, three ELA classes will have reduced class sized with no more than twenty students per class. This will allow for ELA teachers to target the individual needs of students and address these areas more effectively. 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> |
| Mathematics: | <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 incorporated through the gaming in the sixth grade, and great leaps Math in the 7th and 8th. 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, Title 1 funding was used to reduce math class size in the 8th grade for students who exhibit the most need in terms of meeting and exceeding the standards. These classes will have not more than 20 students per class. 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> |

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| <p>Science:</p> | <p>Students who are found to be at risk of not meeting standards in Science in grades 6-8 will be placed in mandated 37 1/2 minute at risk period where they will be given the support necessary to increase reading comprehension and non fiction strategies that are necessary to aid in the understanding of the Science curriculum. Tier I intervention and differentiated 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 content areas and to allow for differentiation. Finally, for our 8th 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.</p> |
| <p>Social Studies:</p> | <p>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 37 1/2 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 8th 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.</p> |
| <p>At-risk Services Provided by the Guidance Counselor:</p> | <p>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. Additionally the school guidance counselor facilitates over our service programs as a way to increase social/emotional interventions for at risk students through involving them in the school and outside communities.</p> |
| <p>At-risk Services Provided by the School Psychologist:</p> | <p>N/A we have only been assigned a School Psychologist 1 day a week for the 2009-2010 school year.</p> |
| <p>At-risk Services Provided by the Social Worker:</p> | <p>N/A we have not been assigned a social worker to our school for the 2009-2010 school year.</p> |

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| At-risk Health-related Services: | |
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

IS 30

**Language Allocation Policy
2009-10**

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 provide 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 eight students, and serves the community in grades six through eight. ELLs make-up about 14% 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 2009-10 BESIS Participation Report, I.S. 30 has 38 English Language Learners. 12 students are in the sixth grade, 9 students are in the seventh grade, and 17 students are in the eighth grade.

The following chart represents duration years, Special Education and SIFE students overall and by grade:

| | Overall | Grade 6 | Grade 7 | Grade 8 |
|---------------------------|---------|---------|---------|---------|
| Duration year 1 | 18 | 4 | 3 | 11 |
| Duration year 2 | 1 | 0 | 1 | 0 |
| Duration year 3 | 2 | 1 | 0 | 1 |
| Duration year 4 | 4 | 0 | 2 | 2 |
| Duration year 5 | 3 | 3 | 0 | 0 |
| Duration year 6 and above | 10 | 3 | 4 | 4 |
| Special Educations ELLs | 6 | 1 | 5 | 0 |
| SIFE ELLs | 2 | | | 2 |
| | | | | |
| | | | | |

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 | 6 | 5 | 8 |
| BENGALI | 0 | 0 | 1 |
| CHINESE | 2 | 0 | 1 |
| FRENCH | 0 | 0 | 0 |
| HUNGARIAN | 0 | 0 | 0 |
| POLISH | 0 | 0 | 0 |
| RUSSIAN | 0 | 1 | 1 |
| SERBO-CROATION | 0 | 0 | 1 |
| SPANISH | 4 | 1 | 3 |
| URDU | 0 | 0 | 0 |
| UZBEK | 0 | 0 | 0 |
| Pakistan UD | 0 | 1 | 1 |
| TOTAL | 12 | 8 | 16 |

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. Parents complete these forms with assistance in school. They are immediately returned to the pupil personnel secretary and ELL teacher who review them and share the information with administration.

The amount of instruction a student has received in his/her native language is explored at registration. Parents are given The Home Language Survey Form during registration and it is completed by the parents in their native language and 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. A review of the data over the past three years indicates that 98% of parents have requested ESL as their program choice. Since the vast majority of parents request ESL, IS 30 continues to work to improve our existing program. IS 30 is a small school and it is unlikely that we would have the enrollment to change our current program. Each year overall we have less than 15 first admits to the program. For example, in 2007-2008 we had a total of 9 newcomer students of which all opted for ESL. Additionally, from 7/02/08-06/28/09 a total of 11 students were first admits and all opted for ESL.

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
- Translated content area dictionaries
- REWARDS
- Laptops with wireless capabilities
- Wilson
- ACCESS program
- Readers Theatre
- Interdisciplinary thematic Units
- Low-level/high interest novels
- Games
- Dialogue
- Capstone content area books in Science and Social Studies

- Content area videos
- Books on tape
- Graphic novels

According to the 2009LAB-R and NYSESLAT scores, 3 sixth graders scored at the beginning level, 3 at the intermediate level, and 6 at the advanced level. In the seventh grade 2 scored at the beginning level, 2 at the intermediate level, and 5 are at the advanced level. In the eighth grade 6 scored at the beginning level, 7 at the intermediate and 4 at the advanced. A total of 9 students scored out; 2 in the sixth grade, 4 in the seventh grade, and 3 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 2008-09 NYSTART report, there has been an increase in the number of ELLs moving from level one to levels 2 and 3 in ELA by 28%. In addition, ELLs scoring at levels 3 and 4 is up 27% from 7% in 2007-2008. Also, 62% of our ELL students overall made progress on the ELA exam. When looking at ELL data by grade, 100% of our 6th grade ELLs scored at level 2 and 3 in the sixth grade. Additionally, our 6th Grade ELLs scoring at levels 3 and 4 increased by 6%. Our seventh grade ELL students also increased in performance on the ELA exam. In 2007-2008, 18% of our ELL population scored level 1 on the state exam. In 2008-2009 none of our seventh grade ELL students scored level 1 on the ELA. In addition, our students scoring at level 3 and 4 increased 29% in the seventh grade from 9% to 38%. Finally, our 8th grade data reveals a decrease of students scoring at level 1 from 50 to 33% and an increase of students scoring at levels 3 and 4 of 11%. Although our ELL students demonstrated a significant increase from 2008 to 2009, when analyzing the scale score of these children there is a trend in all grades that students who have increased to levels 2 and 3, scored at the lower end of each level in terms of scale score. Our concern is that these students could drop in levels for the 2009-2010 school year. Additionally, our ELL students make up the majority of the bottom 1/3 in terms of student performance in ELA in each grade. According to the 2009 NYSESLAT results, 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, the Access Program and supplemental adaptive workbooks aligned to the ELA curriculum and textbooks. 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 2009-10 school year, our ESL Lead Teacher will provide additional support to all teachers working with ELLs. The lead teacher will work very closely with the staff and provide support to differentiate instruction to meet the needs of our ELL students. In addition our Lead ELL teacher will push in to provide service and plan lessons with an ELL component during common planning time with teachers. The lead teacher will also provide demonstration lessons depicting new pedagogical strategies to better meet the needs of ELLs. Some workshop topics that will be offered this year are: Literature Circles, Incorporating Technology in the Classroom, Looking at Data to Drive Instruction, and Portfolios and Scaffolding for ELLs. We have also hired the services of an outside provider, Teachers & Writers Collaborative, to provide professional development to the staff focusing on differentiation of instruction to meet the needs of ELL students in terms of non-fiction reading and writing. Finally a certified ELL teacher will push in to content areas beyond the mandated ELL hours to provide support in vocabulary and comprehension in Science and Social Studies which data reveals is an area of weakness for our 8th grade ELL students.

ELL students are programmed for all regularly scheduled classes. Service is divided between push in and pull out models so that students remain with their heterogeneously grouped class for a majority of the school day. All instruction is grade an age appropriate with differentiated strategies used for varied abilities. During the instruction period, ELL and FELL students are grouped by need and matched with appropriate instructors. Additionally, ELLS and FELLs are offered specialized after school programs in Mathematics

and ELA. Saturday classes are held for students and their families in the native languages of Spanish, Arabic and Chinese. All students are invited to participate in each extracurricular activity including sports, clubs and dances. Each year, prior to entering IS 30, incoming students are invited to an open house. Families tour the building and meet with teachers and current students. Schedules are discussed and an overview of the curriculum is presented. During the first week of school, all students participate in a field day that fosters team building and offers the opportunity for teachers and students to become acquainted.

All FELLs and ELLs receive the appropriate state approved testing accommodations. ELL students are given native language glossaries for Mathematics, Science and Social Studies. The ELL coordinator, Librarian and classroom teachers work together to select culturally sensitive materials for library and classroom use.

ELLs will continue to receive state mandated ESL/ELA instruction. Students will continue to participate in extended day and after school 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, ACUITY, evaluating portfolios, conferencing, and teacher observations improve student learning by better meeting their needs.

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 meta cognition.

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. Lap tops are purchased using title III monies and are given to our new comers as a tool to enhance instruction and language acquisition. 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 give our students full access to technology and wireless internet in September 2009. 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.

The guidance counselor continues 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 contact regarding the students is 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.

The guidance counselor continues to provide support to ELLs who have recently scored out of ESL. Our Former Language Learners are also offered the same after school, Saturday and extended classes that our current ELLs are offered. In addition, teachers have been trained to continuously review data sources such as ARIS to identify students who are FELLs and address any additional needs they may have. For the 2009-2010 school year, our inquiry team has chosen to target the progress of FELLs as data from the 2008-2009 school year indicates a drop in both performance and proficiency in ELA for our FELL population. They are working with members of the staff to provide professional development in terms of analyzing data, differentiation of instruction and effective lesson planning to address areas of weakness in this population. At I.S. 30, the guidance counselor meets with the former ELLs 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 required 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 2008-09 NYSTART report, there has been a 54% increase in students scoring at levels two and a decrease of 18% of students scoring at level 1. In addition, for the first time since 2005, 20% of our 6th grade ELLs and 13% of our 8th grade students scored level 4 on the NY state Math assessment. When analyzing data by grade, there was an increase of ELL students scoring levels 3 and 4 in the sixth grade of 65%. In the 7th grade the increase of students scoring level 3 and 4 was 58% and in the 8th grade the increase was 40%. 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. ELL students who have scored level 1 or low level 2 in Mathematics participate in small group instruction during the 37.5 minutes extended time session. During this time, teachers continue to focus on student deficiencies. Finally additional support is provided to these students in math class with additional push in support by an ESL teacher beyond the mandated compliance hours. The ESL support teacher

collaborates with the assigned math teacher to differentiate instruction and target areas of weaknesses in our ELL students through tiered lessons and questioning, small group instruction and tiered assignments. 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 and Impact Mathematics 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 beyond the mandated ELL hours during the school day provided by an ELL teacher for those eligible ELLs. The focus of the push in program addresses 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 an eighty four-minute block. All ESL and ELA teachers are certified professionals.

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.

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: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 6-8 **Number of Students to be Served:** 38 LEP Non-LEP

Number of Teachers 1 **Other Staff (Specify)** ESL licensed ATR providing mandated and additional push in services in grades 6-8.

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
NCLB/SED requirement for all schools

IS 30 currently offers a free standing ESL program to best support the needs of our LEP students. Using Title III funding, we will be purchasing a variety of classroom materials to assist our ELL students in meeting and exceeding state standards. Supplemental materials include Bilingual novels and magazine subscriptions in Spanish, Chinese and Arabic, supplemental adaptive workbooks aligned with ELA curriculum and textbooks, content area specific word to word glossaries in all major subject areas and the ACCESS program as a supplemental workbook for Social Studies and Science curriculum. In addition, some of the funds will be used to purchase technology for our new comers to provide supplemental software, (ie brain pop) aligned with all core content areas.

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 and conferencing in terms of language acquisition and academic growth. Teachers keep records of student achievements in reading and are encouraged to model reading practice during this time.

I.S. 30 continues to provide academic intervention services to those English Language Learners who are not meeting State standards. Students are encouraged to attend extended day programs four days a week for 37.5 minutes where they receive differentiated small group instruction in their area of weakness. There are approximately 10 students in each group. Our ELL students are also encouraged to engage in a variety of ELA based activities, ie drama, to improve language acquisition after school for 1 ½ hours a week in groups of no more than 15 students. After school academic classes are also offered to both our English Language Learners and Former English Language Learners as follows:

1 ELA class staffed by a highly qualified teacher, 1 Science class staffed by a highly qualified teacher, 1 Math class staffed by a highly qualified teacher and 1 Social Studies class staffed by a highly qualified teacher. All classes will be held for 1 ½ hours per week for the entire school year.

Our 8th grade ELL and FELL students also have an opportunity to participate in extensive push in intervention sessions beyond the mandated ELL hours in Science and Social Studies during the school day provided by an ELL teacher. The teacher pushes into these content area classes 10 periods per week. The focus of the push in program addresses skill based weaknesses, content area vocabulary instruction, and test taking strategies and familiarizing students with test format. Our goal is to increase ELL and FELL student scores on the Science and Social Studies state Exam by 4%.

Our ELL and FELL students are also encouraged to attend Saturday school with their parents to address academic areas of weakness and to bridge the connection between home and school. Translation services are offered to the parents of our ELL population throughout the school year and during parent teacher conferences.

Our plan to continue transitional support for our students who have reached proficiency on the NYSESLAT is to continue to offer them the same intervention and after school support as our ELL population. Additionally our ESL teacher continues to push in to provide intervention services for students who have achieved proficiency. The teacher targets these students separately for our current ELL population. Finally, small groups of FELL students are formed as part of 37.5 minutes and teachers target the individual needs of these students 4 times a week throughout the school year. IS 30 also continues to offer the stated mandated testing modifications to these students as well.

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.

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. Content teachers are certified in their subject area and have received the mandated 7.5 hours ESL training, 3 hours of which are delivered during election day professional development, 3 hours delivered throughout the school year during faculty meetings and 1.5 hours delivered during professional development day in June. Content area teachers incorporate ESL strategies and methodologies in their daily lessons and collaborate throughout the school year with the ELL staff. . 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 principal, literacy coach, ESL Lead Teacher and outside providers (Teachers & Writers Collaborative).

The principal, assistant principals, literacy coach, and teachers also attend workshops provided by the Learning Support Organization and Central DOE to improve instruction in all content areas. For the 2009-10 school year, the following topics will be explored with all teachers of ELLs: SIOP model, Differentiating Instruction, ESL/ELA standards, Adapting Content Area to meet the needs of English Language Learners, Impact Math, Incorporating graphic organizers into lesson plans, Portfolio assessment, NYSESLAT, Interim Assessments, ARIS 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. ESL teachers regularly articulate with all content area teachers and assist in the selection of materials and manner of differentiation. 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.

Throughout the school year, the assistant principal, guidance counselor and ESL coordinator attend training in ELL instructional strategies and meeting the needs of ELL students. Training is provided by central and the school's learning support organization and is then turned over to the staff. Additionally, the guidance counselor articulates with the elementary and high school counselors. This information is shared with the teachers of our ELL students to better plan to meet the individual needs of our ELLs.

Parent 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. To this end, we offer an Open House and curriculum night during the first month of school to introduce parents to IS 30. 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 principal and teacher teams during our curriculum night to further ease the transition to middle school curriculum and expectations. This workshop is offered at different times and days (ie morning afternoon, weekends) and in a variety of languages.

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, by a requested classroom visit, on our school website, during a one on one conference or by the guidance counselor.

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 additional programs for our families, such as family night, family activity packs, and Saturday family classes, in a variety of languages, 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. Besides the citywide learning environment surveys, IS 30 asks our parents to complete a confidential survey, offered in various languages, during parent teacher conferences. We use the data gathered from these surveys to evaluate and address the needs and concerns of our parents.

Form TIII – A (1)(b)

School: 20k030 BEDS Code: 332000010030

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

MAY 2009

| Allocation Amount: \$ 15,000 | | |
|--|---|---|
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem | 30 hrs X \$50 \$1500 66 hrs X \$50 \$ 1900 | Teacher Per session after school to support ELLs in ELA, Math Science and Social Studies. One day a week for after school programs 1 ½ hours a week. Teacher per session for Saturday school for ELL students and their parents. |
| Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. | \$ 750 \$1,500 \$1,400 | 2 hour professional development in Teaching non-fiction reading and writing skills to English Language Learners through Teachers and Writers collaborative Vendor # TEA002000 Young Playwrights institute- outside vendor to lead and afterschool program for our ELL students focusing on writing and speaking plays to improve English Language acquisition. (10-1 hour sessions) Translation for ELL parents for parent teacher conferences in the fall and Spring. |
| Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | \$2000 \$ 750 \$5,200 | Bilingual novels and magazine subscriptions in Spanish, Chinese and Arabic Supplemental adaptive workbooks aligned with ELA curriculum and textbooks. Macbook pro lap tops for our Newcomer ELL population. |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The Principal, Parent Coordinator, Pupil accounting secretary and ESL teacher review the adult preferred language report on ATS, 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. This year we are offering classes on a monthly basis in Arabic, Chinese and Spanish to support our parents in supporting their students' at school. We will discuss such topics as The standards, curriculum maps and pacing calendars, DOE discipline code, promotional policies and other topics that would better connect the parents to our school community.

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 53 parents 15%, Spanish 52 parents (15%), Dialects of Chinese 32 parents 9%, the remaining languages Polish, Albanian, Russian, Korean, and Bengali each make up less than one percent of the population. 60% of our parents indicate English as their first language. Our findings were reported to the school community in a variety of ways. First, the data gathered and the needs assessment based on this data is shared with the school leadership team during our second yearly meeting. During this meeting, the needs of our parents and budgeting monies to meet these needs are discussed. This information is then presented to our school community at a PTA meeting. The principal presents the findings at this meeting and answers any questions the parents may have. Before this PTA meeting, flyers are sent home, in all languages represented inviting parents to attend the meeting. We then secure 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 inform the parents of our school community's oral and written translation needs and the services that the school can provide. Each translator meets with groups of parents represented. The translators also show the parents the translation statement on each school document sent home and instructs 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. Finally, the translation needs of our parents are shared with all teachers and staff members during our faculty conferences. Teachers and staff are provided with the names of parents who require translation needs and homeroom teachers are notified of the translation needs of the families of the students in their homeroom classes. These teachers are asked to ensure that documents sent home are in the language that parents requested on the blue cards distributed every September.

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 and members of the school staff. 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. In addition, we will continue to use our 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. All of this information will be addressed during our monthly Saturday parent meetings in Spanish, Arabic and Chinese.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I | Title I ARRA | Total |
|--|-----------|--------------|-----------|
| 1. Enter the anticipated Title I Allocation for 2009-10: | 243,097 | 104,842 | 347,179 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | 2,430.97 | | 2,430.97 |
| 3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language): | | 1048.42 | 1048.42 |
| 4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | 12,154.85 | | 12,154.85 |
| 5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language): | | 5,242.10 | 5,242.10 |
| 6. Enter the anticipated 10% set-aside for Professional Development: | 24,309.70 | | 24309.70 |
| 7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language): | | 10,484.20 | 10,484.20 |

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: ____100%_____
9. If the percentage of high quality teachers during 2008-2009 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. 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 on the NYCDOE website.

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

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

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, 2009 and will be in effect for the period of September 2000-June 2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2009.

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.

Please see comprehensive needs assessment located on pgs 11-15

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.

The IS 30 community believes that our school wide goals, which were developed through our needs assessment, provide opportunities for all children to meet the state's proficient and advanced levels of academic achievement. Our academic and instructional goals, see pages: 17-28, focus on areas of literacy and Science instruction which are areas we feel our students are weak in school wide. Our professional development goals focus on teachers participating in the inquiry process to closely study individual and small groups of students to monitor areas of weakness, differentiate instruction and evaluate how focused instruction affects learning. The idea behind this process is that if teachers focus on a skill that benchmark data indicates weakness in a group of students and teachers explore changing and differentiating instruction to meet the needs of these struggling students, the teachers will improve instructional practices that will benefit all students. The process of inquiry has led to increased and small group instructional time for our students, particularly are underserved populations such as our former language learners. Currently, we offer small group instruction in our eighth grade classes as many of our eighth grade students constantly decrease in performance and progress in both ELA and Math from 6-8th grade. In addition, this year we are looking at how our 8th grade students score in Science as data trends indicate this to be an area of weakness as well. Our focused extended day program allows for students to address the content areas the exhibit the most need and the consistent monitoring of individual student progress allows for students to either remain in a current program or receive enrichment in another content area. Our after school academic programs are also student need focused. Teachers use both aggregated and disaggregated data to chose students to participate in a particular program to address skill based weaknesses. Currently we offer after school programs in ELA, Math, Science, Social Studies and Spanish. All of the above programs minimize removing children from the regular classroom to provide intervention and enrichment.

As we annually review our achievement data, we target those who have not met proficiency in ELA, Mathematics Science and Social Studies. We then perform baseline assessments on targeted students were 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. In Science and Social Studies we look at content vocabulary and key content skill areas that students need to be proficient in order for students to meet standards in each of these subjects. With the introduction of balanced literacy, Impact mathematics, Every Day Mathematics, NYCity Spiraling curriculum and NY State Social Studies standards and curriculum, we have studied and will continue to study through our PPC

and inquiry and school leader ships 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) or students who have scored level 1 or low level 2 on their 5th grade Science and Social students tests and have failed Science and Social studies in the 6th grade will receive additional intervention services provided both during the school day and after school. Our indicator of effectiveness of our program will be an increase in proficiency level on the State ELA, Math, Science and Social Studies Exams 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 Science and Social Studies 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, differentiated instruction and principals of learning as part of our school culture. Many of the curriculum used in grades 6-8 offer suggestions and guidance in these areas. The expectation of teachers in all content areas is to plan lessons that allow for Tier 1 intervention and enrichment time within the classroom which can be used to target the individual needs of our students and provide them with necessary support to improve their skills.

3. Instruction by highly qualified staff.

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

- i. Maintain our hiring committee for effective recruitment of certified, highly qualified, experienced teachers.
- ii. The administration will work closely with our CFN to effectively monitor data and reporting systems to confirm the accuracy of highly qualified status in the core academic areas.
- iii. Professional development and effective new teacher mentoring will be offered to our newer teachers to encourage new teacher retention in our school
- iv. Appropriate percentage of Title 1 funding source will be scheduled in Galaxy for reimbursement to teachers.
- v. 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.
- vi. Fully utilize our grade level teams to provide additional support and opportunity for ongoing professional collaboration.

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.

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. A part time academic coach for Language Arts and Science will be hired and supported. The Literacy and Science coach will support teacher growth and development necessary to fully implement the balanced literacy and City Spiraling curriculum and to provide support to staff for comprehension and vocabulary skills in all content areas. In addition the coaches will utilize student achievement data to refine instructional strategies, select and implement appropriate instructional materials and model best practices for teachers in a model classroom setting. In addition, all math teachers will engage monthly in professional development which will focus on analyzing 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 how differentiation of instruction can meet the needs of all students.

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

N/A IS 30 is not a high need school

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

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 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, by a requested classroom visit, on our school website, during a one on one 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, in a variety of languages, 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.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. n/a IS 30 is a middle school.
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.

The principal has encouraged the staff to utilize goal setting to help in the understanding of how to establish and work towards students' the meeting content based goals through assessment. She addresses teacher concerns by respecting the requests made with instructional materials, child placement in classes, extended day and after school programs based on data and assessments. The principal also provides the staff with training on how to effectively use outside data sources and systems such as ARIS and NYSTART to drive instruction. Many teachers have explored pre and post assessment as a way to set learning goals and to differentiate instruction. The idea that these assessments are used to help teachers tailor instruction for the students is paramount. The desire has been most evident during common planning periods as teachers have begun to collaborate about assessments being used and the concerns or understandings they may have gained on a particular child or group children. The atmosphere has changed to one of collaboration as we continue to understand the need for utilizing goals and assessments as a way to measure not only our growth in the teaching profession but also the academic growth of children in our school.

Professional development and support is provided to the staff through our school inquiry team. Per session and per diem monies is scheduled through title I funds for this training.

Through the inquiry process teachers in have explored the following topics and have begun to implement these practices in the classrooms:

- Teachers use a variety of data to drive instruction
- Data is collected on a daily basis from class work, teacher observation, formal/informal assessments, formative/summative assessments
- Teachers are free to use standardized testing programs as well as teacher generated assessments to measure students' progress.
- Assessment is an ongoing process that shapes and drives current and future instructional practices
- Teachers have begun to align assessments with curriculum and pacing calendars to ensure they are standards based.
- Teacher see the importance of alternative assessments and ways it should be used to ensure each child has the opportunity to succeed using oral tests, projects, and portfolios allowing one the opportunity to demonstrate mastery of standards beyond what can be measured on testing alone.

- Teachers have learned to identify and address individual or groups of students needs through effective assessment and use the results to effectively plan lessons to differentiate instruction
- Teachers have addressed the importance of understanding the role the student and parent play in students' progress and the importance of communicating these areas of weaknesses and working with families to develop plans for improvement.

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.

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 differentiation of instruction strategies 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.

Programmed activities that are funded through Title I and exist in our school 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 include our bi-weekly PPC meetings, inquiry team meetings with teachers, targeted extended day program, our individualized intervention program, our after school programs and the reduction of class sizes in the 7th and 8th grades. The IS 30 PPC team meets bi-weekly to discuss students who are at risk of meeting the proficient or advanced levels of academic achievement. Students are recommended by teachers and other service providers using a detailed assessment of skills in particular content areas. The PPC team collaborates with the teachers and the student is assigned to an appropriate intervention program. During our weekly inquiry team meetings, both hard and soft data is discussed to target students who are at risk in ELA, Math Science and Social Studies. The team then meets with teachers either after school or during their preparation periods to familiarize students with relevant data and to plan effective lessons to differentiate instruction. Our extended day program has also been targeted to meet the needs of individual students who are at risk of not meeting standards. In June, we review data on ARIS which includes students' standardized test scores, ACUITY interim predictive assessments, teacher generated assessments, report card grades and attendance and assign students to classes of no more than 10 students that address areas of need. For example, if a student's data reveals difficulty in Science, they are assigned to an extended day program that addresses these issues. This program is fluid in that once a student demonstrates growth in the content area of weakness, the teacher can recommend the child be removed and placed in another class where the child is experiencing difficulty. Our after school programs are also targeted to meet the needs of

individual students. Teachers administer teacher created assessments related to the content strands and standards of a particular unit of study, analyze the data and invite students to participate in an after school program. Teachers address SPECIFIC areas of weakness, administer a benchmark assessment and then administer a post assessment after 8 weeks to measure student progress. The teacher then communicates with the parent to recommend that the student either continue or terminate participation in the program. Finally, a careful analysis of data over a period of three years reveals that our eighth grade students decrease in both progress and proficiency in ELA and Math from 6-8th grade. To provide timely additional assistance, class size in 3, 8th grade classes have been reduced in both ELA and Math to support students in mastering the proficient or advanced levels of the academic achievement.

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.

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 collaborate with the Literacy and Science coaches and the instructional and inquiry teams to address teachers meeting the needs of all students. Title I teachers and special education teachers are also scheduled 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 targeted students where our mandated counseling and Title IV money is utilized. Some of the funding to support our 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.

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.

2. Use program resources to help participating children meet the State standards.
3. Ensure that planning for students served under this program is incorporated into existing school planning.

4. 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;
5. Coordinate with and support the regular educational program;
6. Provide instruction by highly qualified teachers;
7. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
8. Provide strategies to increase parental involvement; and
9. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

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

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

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 Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

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)

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

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.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Language Arts department met monthly during the 2008-2009 school year to review the department's pacing and standards based curriculum map. Additionally, the ELL and Special Education teacher and school librarian participated in these meetings to give feedback and input as to meeting the needs of our special populations. During each meeting, teachers reviewed lesson plans to ensure alignment to city and state standards. In addition teachers reviewed their rubrics to ensure assessment of particular skills and strategies to reflect competence in the appropriate standards. They are also reviewed to ensure clear expectations. The ELL and Special Education teachers provided input in terms of ensuring materials were available in the classroom to assist this population in meeting the standards. The librarian also assisted in the selection of independent reading materials and library and web based instructional resources for the classroom.

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

Applicable X 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?

In an ongoing effort to meet the needs of students and foster success, the English department collaborated on choosing new educational materials and programs for instructional use. A variety of textbooks and educational software were previewed. Upon data based research to meet the needs of students an instructional program fully aligned to the NT state standards was chosen. Teachers have utilized the new materials to create units of study that reflect clear goal setting in alignment with state expectations. It was found by the instructional team review of the curriculum that it reflects a balance of instruction of reading writing speaking and listening. The ESL teacher is scheduled to work in collaboration with the entire department and assists in choosing in dual language novels and other materials to differentiate

instruction for our English Language Learners and Former English language learners. Using Title III funds, adapted workbooks, aligned to the curriculum, are being purchased for both our ELL and FELL students. Audio books are available to assist these learners as well. ESL students are provided with word to word glossaries in their appropriate languages in all content areas. The entire faculty has input, through the instructional team in planning and is encouraged to plan units of study that reflect the state standards in writing. Families are invited to Saturday workshops which address curricula expectations and encourage the home school connections. Students with low performance in the state examinations are targeted for academic intervention services both during and after school.

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.

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 engaged in, during the 2008-09 school year, 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 reviews relevant data using data systems such as NYSTART and ARIS to analyze areas of strength and weakness in student progress and performance. In terms of analysis of students response to curriculum, item analysis of student answers on NYS mathematics exams are sorted and analyzed schoolwide, by grade, by class and by individual student. Areas of weakness are identified and trends are established 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 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?

Although we have scored very well in both performance and progress in Mathematics when the inquiry and instructional teams drill down on the content strands in the areas of measurement and geometry and number sense and operations, we have found that this is an area that all grades need to address. Our overall performance of students scoring at levels 3 and 4 is 93%, students in grade 8 answered 86% of questions dealing with measurement correctly but only answered 62% of questions dealing with number sense and operations correctly. In the 7th grade, students only answered 68% of questions dealing with measurement correctly and 74% of those questions addressing number sense and operations. The 6th grade scored higher than the 7th and 8th grades scoring 87% of questions dealing with measurement correctly however 6th grade students only answered 77% of questions dealing with Number sense and operations correctly. The above evidence represents a lag in curriculum and math performance that needs to be addressed.

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.

Our school plans to address this issue by allowing our Math teachers to engage in the inquiry process to improve gaps in instruction and student skill base in the content strands of measurement and geometry and number sense and operations. The department will meet on a bi monthly basis and look at all available data, including teacher generated assessments, and use the information gathered to develop lesson plans which will include strategies for differentiation of instruction. Pedagogical strategies, city wide and teacher developed assessments and lesson plans will be shared and teachers will collaborate about best practices that address this instructional gap. All

teachers in the Math department will engage in inquiry where they will target two students in their classes which data reveals have weakness in either measurement and geometry or number sense and operation and focus on delivering instruction to improve these students' area of weakness. The idea behind this practice is that if teachers are able to develop instructional practices to improve content based instructional lags for targeted students, it will improve instructional practices for all students who have weakness in these areas.

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 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 engaged in, during the 2008-09 school year, 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. Differentiated strategies in the classroom and in lesson plans were also reviewed and documented.

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 of 15-20 minutes 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 (SOM)*³ 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:

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.

2B.1: Describe the process your school engaged in, during the 2008-09 school year, 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 math pacing calendars and effective flow of mathematics lesson using balanced workshop method and differentiated strategies in the classroom. .

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 and formal and informal observations reveal 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 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. Finally, as our Math teachers have explored effective ways to differentiate instruction, time is allotted in their lesson plans to engage in guided/tiered lessons and assignments.

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 engaged in, during the 2008-09 school year, 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?

Strategies have been in place since 2006 to improve upon teacher turnover rates which include transfer teachers and hiring of new staff. When reviewing teacher qualifications over a period of three years, data indicates a continual increase in teachers teaching two years in this school. In 2007-2007, 51.7% of teachers taught in the building 2 or more years. That percentage increased to 63.6% in 2007-2008 and to 82% in 2008-2009. In addition, teachers in our school teaching more than five years anywhere also continues to increase. In 2006-2007, 61.9% of teachers in the building taught anywhere five or more years. This number increased to 63.6% in 2007-2008 and 65% in 2008-2009.

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.

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 engaged in, during the 2008-09 school year, 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.

X 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 effective 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 contract with outside organizations to provide professional development to our teachers in regard to reading and writing in the content areas. The school will also 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 engaged in, during the 2008-09 school year, 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 English language learners and former English language learners in the content areas to address content area vocabulary and reading comprehension. In addition, we have a licensed ELL teacher pushing into classes and working with content area teachers to differentiate instruction to meet the needs of English Language Learners. 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

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The 2008-2009 school year was the first year that IS 30 housed special education classes beyond SETTS. Collaborative Team Teaching class in the sixth grade was placed in our school and plans to continue to receive CTT classes every year are in place. With this in mind the principal 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. Additionally a needs assessment was conducted to evaluate the professional development plan established for the 2008-2009 school year. Through focused walkthroughs and 6th grade CTT general and special education interviews the principal and LSO determined the needs of the current team and ways to move forward to train the remainder of the staff.

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. Last year was the first year that our school received a CTT class. Very few of the teachers in our building have experience teaching CTT classes and meeting the goals and objectives as indicated on students IEPs. Although our 6th grade CTT teachers worked throughout the school year and received training through our Learning Support Organization (ICI) and Central professional development offerings, it was discovered that both the general and special education teachers need to explore differentiation of instruction to meet the need of the special education students. In addition, the remaining staff in our building needs to be trained in collaborative team teaching and meeting students needs through addressing IEP goals.

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

IS 30 will continue our monthly professional development meetings with our Learning support organization Special Education NSS to address the needs of our school in terms of Special Education. This year our special education teachers are receiving monthly professional development separate from the staff on topics such as IEP writing and differentiating in the CTT classroom. In addition we intend to utilize the professional development opportunities offered through central to support all of our teacher's 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 SOPM from the Office of Special Education released in November. Finally, 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 engaged in, during the 2008-09 school year, 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 I

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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
0

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

The services that we plan to provide our STH population include but are not limited to:

- Offer before and after school program sessions
- In school and after school counseling
- Connections to free counseling services outside of school
- Provide clothing and school supplies
- Referrals and information to free/sliding scale medicals clinics
- Immediate provisions for transportation (IE: metrocards for student and parents if applicable)
- Parent involvement programs, such as parent support groups, family nights held by the school etc.
- Individualized intervention and academic service plans for each STH child

Our school guidance counselor facilitates all programs and works in conjunction with the parent coordinator to identify STH population, provide services indicated above and continuously follow up with and support students and families.

Part B: FOR NON-TITLE I SCHOOLS

MAY 2009

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.